

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 5
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement 20
- IV. Positive Culture and Environment 27
- V. Title I Requirements (optional) 30
- VI. ATSI, TSI and CSI Resource Review 36
- VII. Budget to Support Areas of Focus 41

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Sumter P.R.E.P. Academy is to establish a culture that fosters a safe learning environment for all levels of learners, provides instructional leadership for classroom instruction, and build positive relationships with all stakeholders. Our mission is to build a commendable culture.

Provide the school's vision statement

Moving The Academic Needle While Striving For A Positive RAAAP. Be Respectful, Be Accountable, Be Attentive, Be Active and Be Positive (RAAAP).

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

James Presley

Position Title

School Prinicipal

Job Duties and Responsibilities

The school leadership team consists of the principal, assistant principal and guidance counselor. The role of each member is to establish and maintain a positive, effective learning environment, build a cohesive team, schedule classes within established guidelines to meet individual scholar needs, and supervise the support programs to enhance individual scholar education and development.

Leadership Team Member #2

Employee's Name

Carmen Melendez Beltran

Position Title

Assistant Principal Intern

Job Duties and Responsibilities

The school leadership team consists of the principal, assistant principal and guidance counselor. The role of each member is to establish and maintain a positive, effective learning environment, build a cohesive team, schedule classes within established guidelines to meet individual scholar needs, and supervise the support programs to enhance individual scholar education and development.

Leadership Team Member #3

Employee's Name

Lorraine Gordon

Position Title

School Counselor

Job Duties and Responsibilities

The school leadership team consists of the principal, assistant principal and guidance counselor. The role of each member is to establish and maintain a positive, effective learning environment, build a cohesive team, schedule classes within established guidelines to meet individual scholar needs, and supervise the support programs to enhance individual scholar education and development.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Sumter Prep Academy utilizes a continuous improvement process that involves school climate surveys, post-planning meetings, and leadership days to develop our school improvement plan. During the Spring of each school year, we receive feedback from teachers, parents, and students through school climate surveys. The information from those surveys measures areas of success, areas that are maintaining, and areas that may need improvement.

During the post-planning period, the administrators, faculty, and staff of SPA disaggregate the data from school climate surveys to chart our course for the new school year. We use the data to determine initiatives needed to improve and/or maintain. The administrators use the data from the post planning meeting to develop the agenda for the annual leadership day. The leadership day is conducted at the end of July to implement continuous improvement strategies and practices.

Finally, the School Advisory Council which is comprised of the administrators, instructional and non-instructional staff members, parents, scholars, and citizens who are representative of the ethnic and economic community served by our school, meets in the first quarter to provide feedback from initiatives developed during the leadership day.

During the month of January, we review the learning gains from Progress Monitoring 1 to Progress Monitoring 2. Based on the student's performance, we revise the strategies to ensure we are moving the academic needle.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The progress monitoring data is utilized to measure the student progress in Math and ELA. The progress monitoring data (PM1) is used as a baseline to measure growth in each subject. The

progress monitoring data (PM2) is used to compare and determine areas of focus. The instructional staff develops lessons to address the achievement gap of low performance students. We utilize i-Ready and Read 180 to supplement instructional goals for students for low performing students interjecting PM2 and PM3. The PM3 data is used to develop continuous improvement strategies for the upcoming academic year.

The SIP is monitored and evaluated each four and half weeks upon receiving academic data such as progress reports, report cards, i-Ready data, and progress monitoring data. In addition, we will review our goals monthly during faculty meetings to reflect and improve our performance . The revision takes place at mid-year. We present the results of the PM data to the SAC during the second semester. Finally, the District will monitor the implementation of the plan through monthly calls with the Bureau of School Improvement .

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 1-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	46.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: MAINTAINING 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							21	26	25	72
One or more suspensions							11	23	19	53
Course failure in English Language Arts (ELA)							2	0	1	3
Course failure in Math							0	0	1	1
Level 1 on statewide ELA assessment							6	5	14	25
Level 1 on statewide Math assessment							8	3	14	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							19	23	24	66

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							2	3	3	8
Students retained two or more times							0	1	3	4

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							3	4	9	16
One or more suspensions							8	10	9	27
Course failure in ELA							4	1	4	9
Course failure in Math							2	2	2	6
Level 1 on statewide ELA assessment							3	10	16	29
Level 1 on statewide Math assessment							4	9	18	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										38

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							5	6	7	18

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							3	5	6	14
Students retained two or more times							2	9	7	18

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	56	24	13	13	106
One or more suspensions	42	16	7	5	70
Course failure in English Language Arts (ELA)	7	2	1	0	10
Course failure in Math	4	1	1	0	6
Level 1 on statewide ELA assessment	12	9	0	0	21
Level 1 on statewide Algebra assessment	6	2	0	1	9

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	36	17	7	6	66

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	21	5	1	2	29
Students retained two or more times	14	3	1	0	18

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	11	70	58	0	65	53	8	67	55
ELA Grade 3 Achievement **		72	59		76	56			
ELA Learning Gains	44	64	59				8		
ELA Learning Gains Lowest 25%		59	54						
Math Achievement *	10	76	59	0	71	55	0	40	42
Math Learning Gains	45	69	61						
Math Learning Gains Lowest 25%		62	56						
Science Achievement *	14	66	54	0	62	52	13	67	54
Social Studies Achievement *		76	72		74	68	25	59	59
Graduation Rate	0	93	71	0	92	74	0	61	50
Middle School Acceleration		69	71		69	70		44	51
College and Career Readiness		77	54		66	53		72	70
ELP Progress	51		59		52	55		56	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	21%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	124
Total Components for the FPPI	6
Percent Tested	73%
Graduation Rate	0%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
21%	0%	9%	19%		6%	12%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

Students With Disabilities	8%	Yes	1	1
White Students	8%	Yes	1	1
Economically Disadvantaged Students	18%	Yes	5	5

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

Economically Disadvantaged Students	0%	Yes	4	4
-------------------------------------	----	-----	---	---

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

Students With Disabilities				
----------------------------	--	--	--	--

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	14%	Yes	1	1
Economically Disadvantaged Students	2%	Yes	3	3

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	11%		44%		10%	45%		14%			0%		
Students With Disabilities	8%												
White Students	15%												0%
Economically Disadvantaged Students	12%		50%					10%			0%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	0%				0%			0%			0%		
Economically Disadvantaged Students	0%				0%						0%		

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	8%		8%		0%			13%	25%		0%		
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	14%												
Economically Disadvantaged Students	5%				0%						0%		

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	6%	58%	-52%	53%	-47%
Ela	6	23%	65%	-42%	54%	-31%
Ela	7	23%	64%	-41%	50%	-27%
Ela	8	30%	61%	-31%	51%	-21%
Ela	9	17%	67%	-50%	53%	-36%
Math	6	17%	68%	-51%	56%	-39%
Math	7	50%	77%	-27%	47%	3%
Math	8	6%	55%	-49%	54%	-48%
Science	8	11%	58%	-47%	45%	-34%
Civics		38%	78%	-40%	67%	-29%
Biology		27%	66%	-39%	67%	-40%
Algebra		12%	50%	-38%	50%	-38%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	14%	-1%	16%	-3%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The component that showed the most improvement was an increase in the percentage of students who made a learning gain in ELA. The percentage of students who made a learning gain in ELA was 44%. This is an increase of 23% from the 2021-2022 to 2023-2024 state assessments.

Last school year was the first year that certified teachers taught all 6 through 10 grade ELA students. We also implemented routine i-Ready Professional Development for the Reading Instructional Staff. This Professional Development was provided by the Implementation Literacy Consultant of the Magnetic Reading Foundation. Lastly, we changed our testing coordinator and testing schedule to allow the classroom teacher to give the Progress Monitor Assessment to their enrolled students.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest data component is our proficiency rates of all tested areas. The contributing factors are the transitory nature of our school and the percentage of low-performance students.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was the number of 6th through 8th-grade students who were retained in their current grade level. The factors that contributed to this decline were that all core course content areas were taught by certified and highly effective teachers for the first time in two consecutive school years.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap between the state and our school data is the math proficiency rate. There is a gap of 49% in the math proficiency rate.

The main reason for this gap is the transitory nature of our school and the percentage of ESE, ESOL, and low-performance students assigned to the school.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The number of level 1 students level 1 in 8th grade for ELA and Math and the number of out-of-school suspensions.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest for this upcoming school year are:

- 1) Increase the monthly attendance rate
- 2) Increase the percentage of learning gains in ELA
- 3) Increase the percentage of learning gains in Math
- 4) Decrease the number of out-of-school suspensions
- 5) Increase the number of course completions in virtual and Edgenuity Credit Recovery

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our school receives a school improvement rating for ELA and math learning gains. We have received a rating of maintaining for the last three assessment years. Our goal is to be rated commendable. Student engagement is essential for obtaining a school improvement rating of commendable. According to Learning Focused Solutions, student engagement is one of the taught instructional strategies to increase student learning. Over the past two assessment years, we have seen an increase in learning gains and proficiency scores in ELA and Math. However, those growth percentages did not produce a school improvement rating of commendable. Therefore, we have made student engagement an area of focus for our school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last year 44% of our students made a learning gain in ELA and 45% of our students made a learning gain in math. Our goal this school year is to increase by 10% the learning gains in ELA and Math for 6 to 10 grade levels. This goal will allow us to achieve a commendable school improvement rating.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor the listed components below to gather data that will allow us to modify instruction and/or increase student engagement.

The monitoring assessment tools are:

- FAST Progress Monitoring 1 and Progress Monitoring 2 6 - 10 grades in ELA and Math
- Danielson's Framework for Teaching Walkthrough Data
- i-Ready BOY, MOY, EOY in ELA and Math for 6 - 8 grades

- Read-180 and HMH in ELA 9 - 10 for grade levels
- Progress Learning in Math 9 - 10 for grade levels
- Targeted Professional Learning and Coaching Opportunities provided by Professional Learning Specialists of i-Ready.

Person responsible for monitoring outcome

James Presley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Sumter Prep Academy will train teachers on Learning-focused strategies such as collaborative pairs, vocabulary strategies, and WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) walls. The administrators will provide coaching with walkthrough data to ensure that ELA, reading, and math teachers are providing evidence-based interventions to improve student learning and student engagement. In addition, the students will be assessed to identify areas of strengths and needs for improvement. Teachers will utilize a variety of ELA and Math programs to increase proficiency and provide explicit instruction. HMH will be used for core instruction and re-teaching in ELA. Accelerated Reader will be used to help increase fluency and build reading endurance of longer text in ELA. i-Ready will be used to monitor progress and for teacher-assigned lessons in ELA and Math. Teachers will continue to use high-yield ELA and Math strategies such as marking the text and graphic organizers.

Rationale:

The Learning Focused Strategies are evidence-based practices that have yielded 90/90/90 schools throughout the US and abroad. All of the lesson activities are centered around what the students need to know and do, collaborative discussions, key vocabulary, and assessing for learning that yields high performance on standard-based instruction. Collaborative pairs and explicit vocabulary instruction will address and monitor student learning. Learning Focused Strategies breaks down in three stages framework. Stage 1 focused on High Performance by connecting standards to instruction, the first stage provides a path to effective teaching and high-performing classrooms. In the second stage, teachers focus on rigor, learning activities, gradelevel assignments, and assessments. In the third stage of accelerated learning the students are able to catch up and help them perform at grade level. The third stage is all about ensuring students are successful, so they enjoy a whole year's worth of growth. This framework allow us to focus on the standards, increased the rigor and provide support to Sumter PREP Academy scholars. LFS is based on research-proven strategies that lead to exceptional student engagement and achievement. Teachers and staff will utilize the data collected from FAST Progress Monitoring and i-Ready, by using digital resources with text, and selecting the right organizer. The literacy model has supported reading growth beyond LA. The strategies includes new goals when students take an assessment, identifying if they answer the questions from the text organizer (and not the text) correctly and well. Previewing: Ensure kids take a peek at the questions before they read to know what they are looking for to get in front of it, and

employ strategies like jotting down keywords. Collaborative planning: Teachers set up critical questions planning for next week’s work and are asked, “how frequently are you using text,” “are the questions at the correct level of learning” and “are we using text organizers every time with non-fiction text?”

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

The LFS training will take place at the start of the school year 2024-2025. The support will be offered continuously. The support will be offered continuously, and the monitoring will take place each quarter.

Person Monitoring:

James Presley

By When/Frequency:

Start of the school year/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Train and support teachers in LFS. Monitor and coach with fidelity the implementation of the lesson with walkthrough data. Administer PM 1 and PM2 and analyze the data in ELA and Math. Meet with the student to help them understand their data and how they can improve. 1. The paraprofessional in classrooms for grades 6-8 to provide additional academic support at least 3 times per week. 2. All students in grades 6-8 utilize the iReady program for ELA 30-45 minutes a week in ELA and Math. Intensive Reading students in grades 9-12 will utilize the Read 180 program for ELA and Reading. Teachers will receive virtual or in-person coaching support each month of the school year for both i-Ready and Read 180 programs. 3. All students participate in the Accelerated Reader Program. 4. Teachers utilize flexible grouping to provide small group instruction for students and provide 90 minutes of dedicated ELA instruction daily. 5. Teachers participate in PLCs and/or data chats monthly to discuss grade level expectations, refine and extend understanding of high-impact learning strategies, and progress monitor formative student assessments. 6. The school-wide ELA leadership team meets monthly, and its members serve as a grade level point of contact for school focus areas, stands-based instructional practices, and a means of communication between administration and instructional staff.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Forty-nine percent of our current student population are students with disabilities (SWD). The SWD

population represents one-half of the categories used to calculate the school improvement rating. Therefore, the learning gains of Student With Disabilities (SWD) in Math and ELA are an area of focus for the Sumter PREP Academy 2024-2025 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last school year, 32% of the students with disabilities made a learning gain in ELA. 30% of our Students with Disabilities made a learning gain in math. Therefore, one-third of our school improvement rating is comprised of this subgroup. Our goal is to increase the learning gains of Students with Disabilities by 10% in ELA and Math.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor the learning gains of SWD by gathering student performance data. Once, we analyze and find trends, the instructional staff will be able to modify instruction.

The monitoring assessment tools are:

- FAST Progress Monitoring 1 and Progress Monitoring 2 6 - 10 grades in ELA and Math
- Danielson's Framework for Teaching Walkthrough Data
- i-Ready BOY, MOY, EOY in ELA and Math for 6 - 8 grades
- Read-180 and HMH in ELA 9 - 10 for grade levels
- Progress Learning in Math 9 - 10 for grade levels
- Targeted Professional Learning and Coaching Opportunities provided by Professional Learning Specialists of i-Ready.

Person responsible for monitoring outcome

Carmen M. Melendez Beltran

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Sumter Prep Academy will train teachers on Learning-focused strategies such as collaborative pairs, vocabulary strategies, and WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) walls. The administrators will provide coaching with walkthrough data to ensure that ELA, reading, and math

teachers are providing evidence-based interventions to improve student learning. In addition, the students will be assessed to identify areas of strengths and needs for improvement. Teachers will utilize a variety of ELA and Math programs to increase proficiency and provide explicit instruction. HMH will be used for core instruction and re-teaching in ELA. Accelerated Reader will be used to help increase fluency and build reading endurance of longer text in ELA. i-Ready will be used to monitor progress and for teacher-assigned lessons in ELA and Math. Teachers will continue to use high-yield ELA and Math strategies such as marking the text and graphic organizers.

Rationale:

The Learning Focused Strategies are evidence-based practices that have yielded 90/90/90 schools throughout the US and abroad. All of the lesson activities are centered around what the students need to know and do, collaborative discussions, key vocabulary, and assessing for learning that yield high performance on standard-based instruction. Collaboration and flexible grouping are strategies designed in the lesson to scaffold, remediate and eliminate misconceptions for students who struggle in reading and math. Learning Focused Strategies breaks down in three stages framework. Stage 1 focused on High Performance by connecting standards to instruction, the first stage provides a path to effective teaching and high-performing classrooms. In the second stage, teachers focus on rigor, learning activities, grade level assignments, and assessments. In the third stage of accelerated learning the students are able to catch up and help them perform at grade level. The third stage is all about ensuring students are successful, so they enjoy a whole year's worth of growth. This framework allow us to focus on the standards, increased the rigor and provide support to Sumter PREP Academy scholars. LFS is based on research-proven strategies that lead to exceptional student engagement and achievement. Teachers and staff will utilize the data collected from Progress Monitoring and i-Ready, by using digital resources with text and selecting the right organizer. The literacy model has supported reading growth beyond LA and Math. The strategies include new goals when students take an assessment, identifying if they answer the questions from the text organizer (and not the text) correctly and well. Previewing: Ensure kids take a peek at the questions before they read to know what they are looking for to get in front of it, and employ strategies like jotting down key mathematical terms. Collaborative planning: Teachers set up critical questions planning for next week's work and are asked, "how frequently are you using student data?," "are the questions at the correct level of learning for the scholar?" and "are we using graphic organizers every time with a new topic?"

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Actions to Increase Learning Gains for SWD.

Person Monitoring:

Carmen M. Melendez Beltran

By When/Frequency:

At the start of the school year/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Train and support teachers in LFS. Monitor and coach with fidelity the implementation of the lesson

with walkthrough data. Administer PM 1 and PM2 and analyze the data. Meet with the student to help them understand their data and how they can improve. 1. The paraprofessional in the classrooms for all grades to provide additional academic support at least 3 times per week. 2. All students in grades 6-8 will utilize the i-Ready Math program for 30-45 minutes a week. 4. All students utilize Khan Academy every week. 5. All students receive a dedicated 90-minute block for math instruction utilizing the district curriculum Savaas. 6. Students use Reflex Math and Frax to work on fact fluency. 7. Students use IXL for additional practice and review of math concepts. 8. Teachers participate in PLCs/data chats monthly to refine and extend planning for targeted areas of support.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Sumter P.R.E.P. Academy strives to move the academic needle while also challenging students to strive for a positive RAAAP and build a commendable culture. A Positive School Culture at Sumter PREP Academy involves a system of expectations that are taught, monitored, evaluated, recognized and celebrated to establish positive norms within the school. We aspire to create a positive school culture that includes leadership and vision; recognizing and celebrating positive behaviors; intervention and support; increasing attendance and academic engagement; and empowerment, employment and entrepreneurship.

SPA utilizes the Positive Behavior Intervention and Support framework where we challenge students to strive for a Positive RAAAP. At SPA, we expect all students to be respectful, accountable, attentive, active and positive. These expectations are recognized and celebrated based on a 3:1 ratio. We believe that students should be recognized weekly three times as much for positive behaviors than they are written up for negative behaviors. We also believe that parents should receive three positive phone calls weekly than they receive phone calls for negative behaviors weekly. These core values allow faculty and staff to build positive relationships with the parents and students at our school. Therefore, creating a positive and safe learning environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is for students to receive at least four positive green cards each semester. We also aspire to make 30 positive parent phone calls weekly. The teachers, support staff, bus drivers, and bus aides

have a goal of writing three positive green cards weekly and intervening three times for minor behaviors before submitting discipline write-ups to administrators. Lastly, we recognize faculty and staff every nine weeks who strive for a positive RAAAP.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We monitor each four and a half weeks to ensure we are on course to meet our goals. The green cards total that the teachers submit every four and a half weeks are calculated and compared to our goal. The total of green cards that the students have received are entered into their transition tracking form and compared to our goal.

Person responsible for monitoring outcome

Carmen M. Melendez Beltran

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The PBIS Framework utilized includes research-based strategies to prevent, respond and follow up. The key is to constantly teach and re-teach the school expectations and core values. The main focus is to improve academics while building character. We conduct monthly PBIS meetings to monitor, evaluate, and follow up with the school-wide expectations, the behaviors that align with our expectations, and academic and behavioral data.

Rationale:

The PBIS framework is a system that provides interventions for tier 1, tier 2 and tier 3 students. This framework ensures that appropriate interventions are offered at each tier. Hence, students receive intentional and effective interventions and support. This framework allows us to continue to build a Positive Response Education Program (PREP). In addition the PBIS Framework that focuses on behavior includes strategies that we offer in our campus such as counseling services, health resources, and mentoring. The counseling services are offered through Potentials Counseling of LifeStream Behavioral Center. The health resources are offered through Youth and Families Alternatives (YFA) to keep students in school and mentoring services where a mentor comes every other week to meet individually with the student in need. In addition, we have Resiliency Coaches who come weekly to serve students from 8th to 12th grade as mentors.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Action Steps for PBIS

Person Monitoring:
James Presley

By When/Frequency:
Training at the start of the year and monitoring takes place quaterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Train and support teachers in PBIS. Monitor and coach with fidelity the implementation of PBIS by accounting the issued green cards and using Tier 1, Tier 2 and Tier 3 behavioral strategies with MTSS along with Benchmarks of Quality, SelfAssessment Survey, Tiered Fidelity Inventory. Acquire data and analyze the data. Meet with the student to help them understand their data and how they can improve behaviorally.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Our School Improvement Plan will be disseminated in the following progression. The School Improvement Plan is presented to the faculty and staff of Sumter PREP Academy to decide future roles and responsibilities, necessary revisions, and final drafts to be presented to the SAC. The SIP will be presented to our School Advisory Council, and district liaison. During the SAC presentation, the SIP is approved or recommended for further revisions of the plan. Upon approval, the SIP is presented to the Superintendent and Sumter County School Board for final approval. Upon board approval, the plan is submitted to the state for its final approval. At SPA, we will disseminate the plan once during monthly Parent Engagement Activities called PBIS Parent Breakfast Clubs. During these parent engagement activities, the faculty, staff, students, district administrators, zoned school administrators, business sponsors, and community leaders receive presentations to include the SIP by school leadership while conducting progress monitoring activities.

In addition, we will hold the Annual Meeting during a Parent Breakfast on Friday, September 13th where a parent-friendly version of plan will be shared to parents and families. A survey will be administered to parents during the fall and spring during the Parent Advisory Council (PAC) meetings. Parent Communication is held continually using electronic flyers sent with Parent Square and posted on the school website. It is important to mention that we completed the Comprehensive Needs Assessment. We identified Sumter PREP Academy's strengths and challenges in key areas that affect student achievement and also described how we will achieve the identified goals.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep

parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The vision of SPA is to provide parents three positive phone calls weekly, we called it the three to one ratio. Each week at SPA, students are recognized for positive behaviors in the form of PBIS positive green cards. At the end of each weeks, the students who have earned a positive green cards are invited to weekly celebrations. The center of these celebrations is to build a culture of recognizing and celebrating students for positive behaviors. After the celebrations have concluded, teachers who have written positive green cards are required to share the positive news to parents prior to the end of school day on the following Wednesday. The positive green card is read verbatim to parents and documented on our PBIS parent phone call logs that are submitted to the Principal for review. Therefore, our school communicates with parents three times as much for positive behaviors weekly, We called it the 3:1 ratio.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

The academic programs at Sumter PREP Academy were intentionally strengthened during the hiring process from April to June of 2024. We were intentional about hiring teachers with the following certifications: 9-12 English, 9-12 Science, Small Group MTSS Pullouts, and 6-12 ESE. We have two teachers certified in English. Thus, we were able to rearrange the Master Schedule to have an ELA-certified teacher for Middle School and a certified ELA teacher for High School.

The master schedule also includes virtual hold classes that provides students with opportunities to complete credit recovery courses to improve their grade point average and increase their credits needed to meet promotion and graduation requirements. The students are also enrolled in virtual courses that allows them to accelerate the completion of courses required for promotion and graduation.

In addition, we will utilize lesson-focused strategies that are research-based to enrich and accelerate the curriculum. These strategies include flexible grouping, collaborative pairs, and progress monitoring. To strengthen instruction, we will add a paraprofessional in the classroom to ensure a 3:1 ratio, a paraprofessional per every three students. Lastly, we will offer professional learning opportunities for i-Ready Reading and Math. These programs will be implemented by our teachers while they are teaching to supplement and enhance the lesson. i-Ready and IXL are the programs

utilized to increase the quality of learning time. The goal is to enrich and accelerate the instruction standard based in ELA and Math.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

One aspect of the vision of Sumter PREP Academy is creating a culture of intervention and support. Our School Improvement Plan is developed and coordinated with creating a culture of intervention and support. Specifically, our plan includes offering support to Tier 1, Tier 2 and Tier 3 students. Our Tier 1 and Tier 2 students receive interventions and support through Prevention Partnership Grant Reconnect also known as PPG Reconnect. PPG Reconnect is dedicated into strengthening supportive relationships both within the home and the community by guiding at risk youth and their families to a effective recovery program.

Youth and Families will complete and pre and post test to help determine progress. Upon successful completion, the youth and the family will receive a certificate of completion. A 30 day and 60 day follow up call are completed to confirm continued success or issue referrals if needed. The following services are provided to our students as a substance abuse and violence prevention program. The following LifeSkills Training curriculum is used to provide interventions for middle school:

1. Self-Image and Self-Improvement
2. Making Decisions
3. Smoking: Myths and Realities
4. Smoking and Biofeedback
5. Coping with Anxiety
6. Coping with Anger
7. Communication Skills
8. Social Skills (A)
9. Social Skills (B)
10. Resolving Conflicts

The curriculum also includes High School Units. The following are the units used to provide support:

1. Risk-Taking and Substance Abuse
2. Managing Stress, Anger, and Other Emotions
3. Healthy Relationships

We partnered with LifeStream Behavior Center to provide support for our students and families. The main goal is to ensure a positive culture.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

We conduct monthly threat assessment meetings to address any threat of violence, mental health issues, and early warning signs. We also offer potentials counseling to address substance abuse issues and anger management. LifeStream Behavioral Center counseling is utilized as a preventive program for middle school and high school students to offer support to students and families. Our first-period classes serve as mentor classes to assist students with tracking their required transition goals, early warning signs, and state-required mental health counseling. Lastly, students are assigned by the District to Resiliency Coaches for additional interventions and support. These coaches provide weekly individual sessions to students who will benefit from mentorship.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

At SPA, we have the Training and Trades program. We are partnering with United Way of Lake and Sumter Counties, Career Source of Central Florida, ManPower Incorporated, and businesses in the community that provide work experiences and/or summer paid internship opportunities. As a result, we have students who have received full time employment offers at the conclusion of the summer internship program called Training and Trades. while at SPA. We have many success stories that we shared with the community, business partners, and all other stakeholders. Our students have received full time employment opportunities from electrical companies, barbershops, Carpet Depot, and the field of education among many others.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

At Sumter P.R.E.P. Academy, we have implemented the Multi-Tiered Support Systems (MTSS). The instructional staff recommend students who are not progressing academically or show behavior

concerns. The Tier 1 interventions at SPA are PBIS School Wide Expectations, School-Wide Recognitions and Celebrations, Trauma Sensitive Classroom, Brain Breaks and the Threat Assessment Team. Upon evaluation, the student is moved to Tier 2. In Tier 2, several academic or behavioral strategies are implemented to ensure the student reaches the goal set such as substance abuse, and anger management counseling, and other classroom assignments. If Tier 2 seems to be insufficient, the student is evaluated based on data collection. When the student is referred to Tier 3 intensive strategies are placed such as Check In/Check Out, Volcano Passes, CAC counseling services and Family Counseling, CCOS. Whenever all strategies are exhausted, then the student is evaluated for any disability

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

During the annual leadership day which is conducted the week before pre-planning, our faculty and staff are presented with a series of questions that reflects the results of parent, student and teacher school climate surveys. The questions are created by the Principal in an effort to receive collaborative feedback on initiatives that will continue to strengthen the strengths and improve the weaknesses of the forementioned surveys. The school climate surveys measure academic, behavior, social, and safety aspects of our school. Professional Learning opportunities are decided based on needs assessments of the Leadership Day. During Pre-Planning teacher received professional learning in the following topics: "Building A Commendable Culture", Master Schedule/Curriculum Maps, Instructional Resources/Textbooks, School- Wide Systems – The SPA Way, Handbooks/CIRT Roles Presentation, Threat Assessment/Mental Health Training, Active Shooter Training, LFS Training, PLC Plan of Action Workshop, Danielson 101 Training, ESE 101, Gradebook, ClassLink, ParentSquare Training, ESE, Lead Teachers, New Teachers Meetings, 1st Week Procedures/ Placement Review Committee, and Edgenuity Training. Throughout the school year, professional learning is provided to improve our teacher's knowledge of the Danielson Framework of Teaching, iReady, Read 180, EduClimber, and PBIS.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Our school is 6-12, therefore this question does not apply to us.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

During the initial principal meeting in July, the curriculum supervisor informs the principals of possible dates to meet to discuss the process for meeting the needs of students enrolled in Reading classes. During the meeting with the curriculum supervisor, the principal, the assistant principal, the i-ready implementation consultant, and the professional learning specialist discussions include the budget, the curriculum needs of the teacher, the experience of the instructional staff, the professional learning needs of the teacher, and the student's needs. This process also includes the development of a monthly professional learning opportunity calendar that provides professional development for teachers, and instructional modeling for students that is conducted by the professional learning specialist of i-Ready.

Throughout the school year professional development for Read 180 is offered to meet the needs of the instructors, and teachers of 9-12 Reading.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

HMH Into Literature

Demonstrates a Rationale

HMH Into Literature is a comprehensive English language arts solution that provides engaging and rigorous texts to build intellectual stamina and tenacity while developing analytical readers, independent thinkers, and proficient writers. *Into Literature* provides a flexible design that allows teachers to differentiate and adapt instruction to meet all students at their appropriate level and develop equitable lessons for their classrooms.

HMH Into Literature:

- Maximizes growth through data-driven differentiation and targeted scaffolds;
- Develops learners with positive habits of reading, writing, and thinking behavior to foster agency;
- Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of views;
- Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive

simple, intuitive program designs;

- Whole group learning (direct instruction and modeling); and
- Small group learning (collaboration and guided practice).

i-Ready will be used as a Tier 2 intervention.

ESSA Level 2 (Moderate)

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks*, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:

- Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
- Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
- Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

i-Ready and **Phonics for Reading – Curriculum Associates** will be used as a Tier 3 intervention. ESSA Level 2 (Moderate)

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks*, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:

- Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
- Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and

Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

HMH Into Literature

Demonstrates a Rationale

HMH Into Literature is a comprehensive English language arts solution that provides engaging and rigorous texts to build intellectual stamina and tenacity while developing analytical readers, independent thinkers, and proficient writers. *Into Literature* provides a flexible design that allows teachers to differentiate and adapt instruction to meet all students at their appropriate level and develop equitable lessons for their classrooms.

Into Literature:

- Maximizes growth through data-driven differentiation and targeted scaffolds;
- Develops learners with positive habits of reading, writing, and thinking behavior to foster agency;
- Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of views;
- Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive program designs;
- Whole group learning (direct instruction and modeling); and
- Small group learning (collaboration and guided practice).

Houghton Mifflin Harcourt Read 180

Read 180 - STRONG Evidence

Read 180 is a blended literacy solution for Grades 3 to 12 that builds students' literacy from phonics to fluency to proficiency. It is a Tier II and Tier III intensive intervention solution that supports striving readers, special education students, and multilingual learners. Read 180 accelerates students to achieve grade-level proficiency by:

- Developing foundational literacy skills through explicit instruction on letter sounds, word parts, and syllables
- Deepening academic and content-area vocabulary words
- Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
- Expanding the content knowledge that helps anchor students' understanding of text
- Encouraging meaning making through critical thinking and the ability to view and articulate important

issues from multiple perspectives

- Supporting effective expression and language development

Read 180 - STRONG Evidence

IXL - MODERATE Evidence

Read 180 is a blended literacy solution for Grades 3 to 12 that builds students' literacy from phonics to fluency to proficiency. It is a Tier II and Tier III intensive intervention solution that supports striving readers, special education students, and multilingual learners. Read 180 accelerates students to achieve grade-level proficiency by:

- Developing foundational literacy skills through explicit instruction on letter sounds, word parts, and syllables
- Deepening academic and content-area vocabulary words
- Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
- Expanding the content knowledge that helps anchor students' understanding of text
- Encouraging meaning making through critical thinking and the ability to view and articulate important issues from multiple perspectives
- Supporting effective expression and language development

IXL provides:

- Comprehensive Curriculum
- Real-Time Diagnostic
- Persona Guided Practice
- Actionable Analytics

IXL fosters student ownership by providing independent learning tools, resources for self-remediation, and personalized test prep support. The personalized learning includes built-in differentiation, insightful assessments, and access to all grade levels for scaffolding.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs					
	<i>District Indirect cost rate 3.03%</i>				
		7200/792	UNISIG	0.0	3,787.00
Total	Indirect Costs				3,787.00
Areas of Focus	Instructional Practice - Student Engagement	5100/644	UNISIG	0.0	600.00
	<i>Screenbeams for projectors 8 X \$75. = \$600</i>				
Areas of Focus	Instructional Practice - Student Engagement	6300/390	UNISIG	0.0	4,320.00
	<i>Other Purchased Services: Substitute teacher for curriculum planning days 10 teachers X 2 days X \$216</i>				
Areas of Focus	Instructional Practice - Student Engagement	5100/642	UNISIG	0.0	1,000.00
	<i>Science lab equipment</i>				
Areas of Focus	Instructional Practice - Student Engagement	5100/210	UNISIG	0.0	4,292.00
	<i>Retirement 13.63%</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/220	UNISIG	0.0	2,410.00
	<i>Social Security (6.20%) and Medicare (1.45%)</i>				
Areas of Focus	Instructional Practice - Student Engagement	5100/130	UNISIG	0.5	31,490.00
	<i>Resource Teacher Salary - Resource teacher will provide additional instruction and assistance to low performing students to increase student achievement.</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/130	UNISIG	0.5	31,490.00
	<i>Resource Teacher Salary - Resource teacher will provide additional instruction and assistance to low performing students to increase student achievement.</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/210	UNISIG	0.0	4,292.00
	<i>Retirement 13.63%</i>				
Areas of Focus	Instructional Practice - Student Engagement	5100 /220	UNISIG	0.0	2,410.00
	<i>Social Security (6.20%) and Medicare (1.45%)</i>				
Areas of Focus	Instructional Practice - Student Engagement	5100/230	UNISIG	0.0	3,922.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>Insurance 12.45%</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/230	UNISIG	0.0	3,922.00
<i>Insurance 12.45%</i>					
Areas of Focus	Instructional Practice - Student Engagement	5100/240	UNISIG	0.0	113.00
<i>Workers Comp .36%</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/240	UNISIG	0.0	113.00
<i>Workers Comp .36%</i>					
Areas of Focus	Instructional Practice - Student Engagement	5100/519	UNISIG	0.0	500.00
<i>Headphones 50 pairs X \$10</i>					
Areas of Focus	Instructional Practice - Student Engagement	5100/390	UNISIG	0.0	2,160.00
<i>Other Purchased Services: Substitute teacher (for sick leave or vacancy) 10 days X \$216</i>					
Areas of Focus	Instructional Practice - Student Engagement	5100/510	UNISIG	0.0	2,831.00
<i>Classroom materials: science lab supplies, math manipulatives, calculators, pencils, pens, paper, ink, highlighters, notebooks</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/390	UNISIG	0.0	2,160.00
<i>Other Purchased Services: Substitute teacher (for sick leave or vacancy) 10 days X \$216</i>					
Total	Areas of Focus				98,025.00
<hr/>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6400/730	UNISIG	0.0	3,600.00
<i>Teacher Registration for Exceeding Expectations (E2) Conference in Orlando June 18-20. 8 teachers X \$450</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6400/330	UNISIG	0.0	5,728.00
<i>Travel for teachers to the E2 conference: Meals X 3 days = \$105, Hotel X 3 nights = \$565, Mileage 52 miles X .445 X 2 = \$46 X 8 teachers</i>					
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	7730/730	UNISIG	0.0	525.00
<i>Registration for Principal to attend the National Alternative Education Association Conference</i>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<i>(Out of State) October 7-9 in Arizona.</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	7730/330	UNISIG	0.0	1,282.00
	<i>Travel for principal to attend NAEA conference. Airfare - \$637, Meals x 3 days - \$105, Hotel x 3 nights - \$540</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6400/310	UNISIG	0.0	6,000.00
	<i>Kagan Professional Learning for Teachers \$3,000 per day X 2 days</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6300/210	UNISIG	0.0	436.00
	<i>Retirement for stipends 13.63%</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6300/120	UNISIG	0.0	3,200.00
	<i>Stipends for teachers to attend SPA Leadership Day (planning for the 25-26 school year) July 2025; 10 teachers X 8 hours X \$40</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6300/220	UNISIG	0.0	245.00
	<i>Social Security (6.2%) and Medicare (1.45%)</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6400/390	UNISIG	0.0	2,160.00
	<i>Other Contracted Services: Substitute Teachers for PL days 10 subs X \$216.</i>				
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	6300/240	UNISIG	0.0	12.00
	<i>Worker's Comp .36%</i>				
Total	Positive Culture and Environment				23,188.00
Plan Budget Total					125,000.00