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## School Board Approval

This plan has not yet been approved by the Palm Beach County School Board.

## 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:

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

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

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The mission of Palm Beach Preparatory Charter Academy is to educate, motivate, and graduate lifelong learners by coaching students academically and socially.

#### Provide the school's vision statement

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The vision of Palm Beach Preparatory Charter Academy is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles, which cause many of these at risk students to drop out of school.

### 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

Dwayne A. Stewart

##### Position Title

Principal

##### Job Duties and Responsibilities

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Providing instructional leadership, contractual accountability, and day-today leadership of educational and operational activities of the school Recruiting, hiring, and retaining highly qualified school staff Leading all initiatives to ensure school meets defined instructional goals Collecting and analyzing school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement. Monitoring and evaluating staff performance systematically and regularly provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met. Leading staff to accomplish the defined accountability measures to include contractual obligations and federal, state, and district requirements.

Fostering effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups:

- Staff
- Student
- Parents
- School district personnel
- Charter School Board of Directors
- Referring schools
- District representatives
- Community partners
- Local media

Other stakeholders as identified Facilitating a school climate that is conducive to student learning and implement research-based instructional practices. Complying with all federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff.

## **Leadership Team Member #2**

### **Employee's Name**

Julian Wilburn

### **Position Title**

Associate Principal

### **Job Duties and Responsibilities**

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Ensuring all operational responsibilities are executed in a timely and high quality manner. Ensuring revenue, enrollment and expense targets are met. Establishing and enforcing standard operational policies and procedures to ensure facility and operational services are safe and effective. Overseeing compliance to federal, state, local and contractual requirements. Identifying effectively and managing resources to ensure the school meets its academic and financial goals. Leading the development and implementation of school culture and student behavior plan. Implementing school organizational structures including staffing and scheduling. Overseeing hiring of highly qualified staff who excel at meeting the academic and social-emotional needs of the students. Developing a model of distributed leadership, establishing leadership roles for all staff and students, and sharing leadership responsibilities. Developing and maintaining a positive community and parent relationships. Managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals. Assisting Principal in: and

hiring highly qualified instructional staff, supervise and retain highly qualified instructional staff, ensuring instructional staff meets expectations for performance accountability, professional development initiatives, perform all other duties as deemed necessary, which are aligned in accordance with federal, state, and district policies and procedures, to ensure that student educational and behavioral goals and objectives are achieved.

## 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.*

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Formal and informal partnerships with community agencies and postsecondary institutions are developed to enhance the services provided to all students. The Community and External Engagement Liaison secures affiliation agreements with community agencies and postsecondary institutions to bring university mental health and social work program interns on campus and enhance the overall social services provided. The Academic Advisor hosts College and Career Fairs, postsecondary presentations and workshops, and connects with community industry representatives for the purpose of connecting students to additional college and career representatives and resources. Some of the activities associated with community involvement are: open houses, periodic newsletters, partnership agreements, intern programs, creation and involvement of the school's SAC.

### 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))

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Florida has adopted and amended the new Florida Standards which provide focus on in-depth critical thinking and problem solving skills. Our school ensures that the core instructional program provided by eSchoolware and instructional strategies are directly correlated to the adopted curriculum. eSchoolware courses serve as the school's primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. eSchoolware (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida Standards.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>ALTERNATIVE EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>94.1%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: 2022-23: * 2021-22: COMMENDABLE 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 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	30	161	224	473	888
One or more suspensions	8	52	21	7	88
Course failure in English Language Arts (ELA)	16	84	54	11	165
Course failure in Math	18	99	58	15	190
Level 1 on statewide ELA assessment	13	94	74	62	243
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators	25	142	118	76	361

### 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		2	1	105	108
Students retained two or more times		4	7	36	47

## **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 *	4	58	55	6	52	50	14	55	51
ELA Grade 3 Achievement **									
ELA Learning Gains	33	60	57						
ELA Learning Gains Lowest 25%		59	55						
Math Achievement *	8	45	45	0	38	38	2	42	38
Math Learning Gains		46	47						
Math Learning Gains Lowest 25%		48	49						
Science Achievement *	32	71	68	0	68	64	6	43	40
Social Studies Achievement *	27	71	71	23	67	66	10	53	48
Graduation Rate	59	91	90	55	90	89	11	65	61
Middle School Acceleration								46	44
College and Career Readiness	10	71	67	30	71	65	21	69	67
ELP Progress	19	42	49	11	40	45			

\*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 (FPPi) 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	25%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	173
Total Components for the FPPI	7
Percent Tested	86%
Graduation Rate	59%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
25%	19%	11%	5%		16%	7%

\* 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	25%	Yes	1	1
English Language Learners	19%	Yes	5	5
Black/African American Students	28%	Yes	5	5
Hispanic Students	24%	Yes	5	5
White Students	56%	No		
Economically Disadvantaged Students	24%	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%
Students With Disabilities	44%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
English Language Learners	11%	Yes	4	4
Black/African American Students	27%	Yes	4	4
Hispanic Students	22%	Yes	4	4
Economically Disadvantaged Students	20%	Yes	4	4

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	13%	Yes	3	3
English Language Learners	10%	Yes	3	3
Native American Students				
Asian Students				

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Black/African American Students	10%	Yes	3	3
Hispanic Students	15%	Yes	3	3
Multiracial Students				
Pacific Islander Students				
White Students	16%	Yes	3	3
Economically Disadvantaged Students	13%	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	4%		33%		8%			32%	27%		59%	10%	19%
Students With Disabilities					10%				8%		80%	0%	
English Language Learners	0%				20%						38%	18%	
Black/African American Students					12%				40%		59%	0%	
Hispanic Students	4%		33%		8%			27%	24%		57%	12%	
White Students											91%	20%	
Economically Disadvantaged Students	3%		39%		7%			29%	25%		58%	9%	

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	6%				0%			0%	23%		55%	30%	11%
Students With Disabilities											83%	4%	
English Language Learners	0%										21%		
Black/African American Students									9%		56%	16%	
Hispanic Students	0%				0%				23%		56%	32%	
Economically Disadvantaged Students	0%				0%				19%		52%	29%	

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	14%				2%			6%	10%		11%	21%	
Students With Disabilities											13%		
English Language Learners											10%		
Native American Students													
Asian Students													
Black/African American Students					0%				18%		11%		
Hispanic Students	17%				8%			7%			11%	31%	
Multiracial Students													
Pacific Islander Students													
White Students											16%		
Economically Disadvantaged Students	19%				4%			10%	13%		11%	22%	

## 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	9%	54%	-45%	53%	-44%
Ela	9	5%	53%	-48%	53%	-48%
Biology		24%	66%	-42%	67%	-43%
Algebra		9%	53%	-44%	50%	-41%
Geometry		11%	51%	-40%	52%	-41%
History		26%	65%	-39%	67%	-41%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		3%	12%	-9%	16%	-13%
Geometry		4%	16%	-12%	21%	-17%
History		15%	38%	-23%	42%	-27%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		9%	16%	-7%	17%	-8%
History		36%	22%	14%	29%	7%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

### 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?

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ESE students had an increase of 10% in graduation rate due to an abundance of ESE Support facilitation.

##### Lowest Performance

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

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Florida has adopted and amended the new Florida Standards which provide focus on in-depth criticalthinking and problem solving skills. Our school ensures that the core instructional program provided by eSchoolware and instructional strategies are directly correlated to the adopted curriculum. eSchoolware courses serve as the school's primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. eSchoolware (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida Standards.

At Palm Beach Preparatory Charter Academy, our students participate in a customized learning environment. We understand that not all students learn the same way. Our learning platform is designed to support students who are over-age for grade in middle school, or they do not have enough credits to graduate from high school on time. ELA % Level 3, 4, & 5 by Demographic FY22 - FSA FY23 - FAST (PM3 only) LY - 0% LY - 0% LF - None LF - 12.5% SWD - 0% SWD - 0% White - 12.5% White - 18% Black - 0% Black - 0% Hispanic - 7.1% Hispanic - 3.1% Asian - None Asian - None Am. Indian - 0% Am. Indian - 0% Multi-Ethnic - 0% Multi-Ethnic - 50.0%

##### Greatest Decline

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

---

At Palm Beach Prep ELA Achievement for English Language Learners was 0%. After-school tutoring for English Language Learner (ELL) students is an essential and impactful initiative to support their academic progress and language development. Recognizing the unique needs of ELL students, after-school tutoring programs provide targeted assistance tailored to their specific language challenges

and academic goals. These tutoring sessions offer a supportive and individualized learning environment where ELL students can receive focused attention from trained tutors who are experienced in working with English language learners. Tutors can provide additional explanations, clarify concepts, and offer language support to help ELL students comprehend and engage with the content more effectively.

### **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.

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B.E.S.T Mathematics assessment (Algebra I and Geometry EOC) had the greatest gap when compared to the state average. The return to in-school from Covid-19 and the economic factors that affected the student(s) home prevented students from returning to school. State average pass rate for Algebra 1 EOC 50%. Palm Beach Preparatory Academy average pass rate for Algebra 1 EOC was 0%. The state average pass rate for Algebra 1 EOC was 50% higher than Palm Beach Preparatory Academy students. State average pass rate for Geometry EOC 48%. Palm Beach Preparatory Academy's average pass rate for Geometry EOC was 2.13% The state average pass rate for Geometry EOC was 45.87% higher than Palm Beach Preparatory students.

### **EWS Areas of Concern**

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

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Wrap-around support for ELL students and the fluctuating daily attendance rate.

### **Highest Priorities**

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

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Attendance rate

Graduation rate

Achievement Improvement in subgroups: SWD and ELL

## 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.

### Graduation/Acceleration specifically relating to Graduation

#### 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.

Graduation rate is currently at 54.7%. SWD and ESOL students are our lowest performing sub groups. This was identified as a crucial need from the prior year data reviewed as student with highest vulnerability needed the greatest support.

#### 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.

To increase the graduation rate from 54.7% to 57.7% by May 202, increasing the graduation rate of SWD and ESOL students by 3%.

#### 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.

Students will participate in self-progress monitoring on a daily basis per class and engage in learning conversations/data chats with teachers on a weekly basis to track progress towards graduation. In addition students will meet with guidance counselors to go over their IGPs (Individual Graduation Plan) quarterly.

#### Person responsible for monitoring outcome

Julian Wilburn (julian.wilburn@pbcharterschools.org)

#### 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:

Top Score, Study Island, Reading Plus, Small group targeted direct instruction, Saturday School

**Rationale:**

Students will participate in self-progress monitoring on a daily basis per class and engagement in learning conversations on a weekly basis to track progress towards graduation.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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**

Pulling and disaggregating benchmark and state assessment data. Assigning supplemental EBIs to Tier 2 and Tier 3 students. Individual graduation plan meeting on a quarterly basis. Pulling benchmark data overtime to compare results and identify learning gains

**Person Monitoring:**

Julian Wilburn  
(julian.wilburn@pbcharterschools.org)

**By When/Frequency:**

10/03/2024

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

Hire an additional reading teacher and ESOL Coordinator with the UNISIG grant to ensure our students have the best opportunity to pass the reading assessment. This teachers will support students with closing the achievement gaps in literacy.

**Area of Focus #2**

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

**Instructional Practice specifically relating to ELA**

**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.

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ELA state assessment passing rate is currently 14%, impacting graduation for SWD and ESOL subgroups.

**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.

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To increase ELA state assessment passing rate from 14% to 19%. This impacts Tier 2, Tier 3, ESE, and ESOL subgroups by increasing the likelihood of graduation for these students. 3% increase of ELL students passing the Algebra EOC exam. After instruction in Reading and Math and based on the school's 2024-25 goals, students in grades 9th through 12th grade - 20% of students will

demonstrate readiness to enter the next grade level by scoring at or above proficiency on the Progress Monitoring assessments.

### **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.

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Additional support for ELL students in areas of literacy and math. This area of focus will be monitored by analyzing Study Island diagnostic data and Progress monitoring assessments to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact. Our monitoring strategies include: Review of Lesson Plans, Study Island and Reading Plus Data Analysis, Classroom walkthroughs, Formal Observations and Professional Learning Communities attendance/participation

### **Person responsible for monitoring outcome**

Dwayne Stewart (dstewart@pbpca.com)

### **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:**

Incorporate Small group instruction to support students learning at their ability with a variety of tasks, processes, and products. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use Study Island, Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

### **Rationale:**

1. Incorporate small group instruction utilizing data to meet the student's need for standards-based practice and to identify areas of weakness for targeted remediation. Using data to drive small group instruction has proven successful in preparing students for the FSA. 2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. 3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs are used with fidelity. The Reading Plus program, Study Island, and the incorporation of writing strategies such as CLS are effective tools that

enable teachers to differentiate instruction based on a student's specific area of need. 4. PLCs and PDs allow teachers and leadership an opportunity to collaborate, to analyze data, and make decisions to improve student achievement and progress.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate 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**

Small group instruction

**Person Monitoring:**

Julian Wilburn

(julian.wilburn@pbcharterschools.org)

**By When/Frequency:**

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

Small group instruction using guided reading aligned to student data Fluency and comprehension instruction and progress monitoring including core reading instruction that adheres to the rigor of the B.E.S.T Standards Impact and implementation will be monitored by comparing benchmark and statewide assessment results on a yearly basis

**Action Step #2**

Modeling specific skills for students to master during core reading instruction, differentiated small group instruction, and core writing instruction through the use of Top Score Writing Workshop Curriculum

**Person Monitoring:**

Julian Wilburn

(julian.wilburn@pbcharterschools.org)

**By When/Frequency:**

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

Modeling specific skills for students to master during core reading instruction, differentiated small group instruction, and core writing instruction through the use of Top Score Writing Workshop Curriculum

**Action Step #3**

Teacher and student data chats twice per quarter

**Person Monitoring:**

Dwayne Stewart

**By When/Frequency:**

weekly

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

Teacher and student data chats twice per quarter

**Action Step #4**

Provide Saturday School Tutoring sessions for lowest 25%

**Person Monitoring:**

Julian Wilburn  
(julian.wilburn@pbcharterschools.org)

**By When/Frequency:**

weekly

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

Provide Saturday School Tutoring sessions for lowest 25%

**Action Step #5**

Appropriate use of technology to support instruction, including Reading Plus 9-12 and Study Island 9-12 lessons to remediate Tier II and Tier III skills daily

**Person Monitoring:**

Julian Wilburn  
(julian.wilburn@pbcharterschools.org)

**By When/Frequency:**

Weekly

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

Appropriate use of technology to support instruction, including Reading Plus 9-12 and Study Island 9-12 lessons to remediate Tier II and Tier III skills daily

## IV. Positive Culture and Environment

### Area of Focus #1

Student Attendance

#### 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.

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Attendance was at 45%. Attendance is directly related to culture and environment and impacts student achievement.

#### 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.

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Palm Beach Preparatory Charter Academy's goal is to improve attendance from 45% to 50% by May 2025, improving our ESE and ESOL student attendance by 5%

#### 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.

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Assign the Parent Liaison to maintain communication with parents of students most at risk, including ESE and ESOL students, in an effort to impact attendance. Parent Liaison will make daily phone

calls, meetings and events to promote a positive environment and increase our attendance rate. Use a Multi-Tiered System of Support to identify the patterns of students who are off-track and access resources at the school to re-engage those students. Attendance is monitored on a regular basis. Average Daily Attendance is reported weekly at leadership meetings and compared on a YTD basis.

**Person responsible for monitoring outcome**

Julian Wilburn (julian.wilburn@pbcharterschools.org)

**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 evidence-based intervention being implemented for is a Schoolwide attendance plan.

**Rationale:**

Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:**

**Action Step #1**

Parent Liaison

**Person Monitoring:**

Julian Wilburn  
(julian.wilburn@pbcharterschools.org)

**By When/Frequency:**

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

Assign the Parent Liaison to maintain communication with parents of students most at risk in an effort to motivate attendance. Parent Liaison will make daily phone calls, meetings and events to promote a positive environment and an increase in our attendance rate.

**Action Step #2**

Use of incentives to promote attendance. Incentives will be given to students who attend school on a regular basis. Students with perfect attendance will be awarded. Incentives include: Food/Snacks, Parties, Field Trips

**Person Monitoring:**

Julian Wilburn  
(julian.wilburn@pbcharterschools.org)

**By When/Frequency:**

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

Use of incentives to promote attendance. Incentives will be given to students who attend school on a regular basis. Students with perfect attendance will be awarded. Incentives include: Food/Snacks, Parties, Field Trips

## 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.

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Website, Social Media, Hard Copies sent home, Remind Notices [www.pbpc.com](http://www.pbpc.com)

#### 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))

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PBPCA is committed to providing a nurturing and inclusive environment for our students. However, strengthening the partnership between the school, parents, and the community will further enrich the educational experience and support our student's holistic development. Building positive relationships with parents is paramount to fostering a collaborative and supportive atmosphere. Implementing the following strategies to encourage parental engagement:

1. Parent-Teacher Conferences: Organize regular parent-teacher conferences to facilitate open communication and provide an opportunity for parents to discuss their child's progress, strengths, and areas for improvement. These conferences should be scheduled at convenient times to accommodate working parents.
2. Parent Education Workshops: Conduct workshops on relevant topics such as effective communication, parenting skills, and supporting children's academic success. These workshops can be led by teachers, guest speakers, or community professionals, providing parents with valuable insights and tools to support their child's education.
3. Parent Volunteer Program: Establish a

structured volunteer program to encourage parents to actively participate in school activities. Parents can assist in classrooms, school events, and extracurricular activities, fostering stronger ties between the school and the community.

4. Parent Advisory Council: Create a Parent Advisory Council comprising a diverse group of parents who can serve as a liaison between the school administration and the parent community. This council can provide valuable feedback, suggestions, and ideas to improve school policies and programs.

### **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))

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The rationale for implementing Saturday school as a means to improve student achievement at the School District of Palm Beach County (PBPCA) is based on several key factors.

1. Additional Learning Time: Saturday school provides students with additional learning opportunities beyond regular school hours. By extending the instructional time, students have more opportunities to engage with the curriculum, practice essential skills, and receive targeted support in areas where they may be struggling. The extra time allows for a more comprehensive and in-depth exploration of key concepts, leading to improved understanding and mastery of the material.

2. Targeted Intervention and Support: Saturday school can be specifically designed to address the needs of students who require additional academic support. It allows for targeted interventions to be implemented, focusing on individualized instruction, small group work, and personalized feedback. This tailored approach helps to address learning gaps, reinforce foundational knowledge, and provide students with the tools they need to succeed.

3. Reduced Distractions and Increased Focus: By offering classes on Saturdays, students can benefit from a more focused and distraction-free learning environment. With fewer disruptions and competing responsibilities, students can concentrate better on their studies and engage more deeply with the material. This enhanced focus can lead to improved retention of information and greater academic progress.

4. Flexibility and Enrichment Opportunities: Saturday school can also provide flexibility in scheduling, allowing students to participate in extracurricular activities or pursue other interests during the regular school week. By offering enrichment programs on Saturdays, students can explore various subjects, engage in hands-on learning experiences, and develop their talents in areas beyond the core curriculum. This holistic approach to education promotes well-roundedness and helps students discover and nurture their passions.

5. Academic Accountability and Supportive Community: Implementing Saturday school demonstrates a commitment to academic excellence and a culture of accountability. It sends a clear message to students, parents, and the community that education is a top priority, and that additional resources and support are available to help students succeed. Saturday school can foster a sense of community

among students, teachers, and parents, as they come together to collaborate and work towards shared educational goals. Overall, the implementation of Saturday school at PBPCA aims to provide students with extended learning opportunities, targeted interventions, reduced distractions, flexibility, enrichment, and a supportive academic community. By harnessing these benefits, we can enhance student achievement.

### **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))

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All schools have developed formal and informal partnerships with community agencies and postsecondary institutions, and will continue to improve the secondary to postsecondary connection and transition for all students. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs Palm Beach Preparatory Charter Academy implemented a career and technical education (CTE) barbering program for the 24-25 school year. On May 31, 2025, the CTE barbering program celebrated its first two graduates of the program. The barbering program currently continues with curricula, practice tests and industry certification exams with retakes are available to both students and staff. Palm Beach Preparatory Charter Academy currently offers the Introduction to Information Technology course via ESW, and expects to include that as a career-themed course offered in conjunction with the career and technical education program. After the initial CTE program implementation phase, Palm Beach Preparatory Charter Academy will build career academies that include both state and online curricula, industry certification, and articulation agreements.

## 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))

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No Answer Entered

#### 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))

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No Answer Entered

#### 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)).

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No Answer Entered

#### 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)).

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No Answer Entered

#### 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))

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No Answer Entered

## 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.

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No Answer Entered

### Specifics to Address the Need

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

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No Answer Entered

## 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
Areas of Focus	Instructional Practice - ELA Charter School Reimbursement Non FEEP - Teacher Salaries - 1.0 Reading Interventionist will push-in to classrooms offering support to 9-12 grade ELA using core curriculum and Reading Plus supports to increase proficiency. SDPBC Code 397	5100/390	UNISIG	0.0	57,423.00
Areas of Focus	Instructional Practice - ELA Charter School Reimbursement Non FEEP - Benefits - 1.0 Resource teacher. 7.65% x \$57,423 = \$4,393. FICA - 6.20%, Medicare - 1.45%. SDPBC Code 397	5100/390	UNISIG	0.0	4,393.00
Areas of Focus	Graduation/Acceleration - Graduation Charter School Reimbursement Non FEEP - Teacher Salaries - 0.5 Math Interventionist will push-in to classrooms offering support to 9-12 grade Math to increase proficiency. SDPBC Code 397	5100/390	UNISIG	0.5	28,712.00
Areas of Focus	Graduation/Acceleration - Graduation Charter School Reimbursement Non FEEP - Benefits - 0.5 Resource teacher. 7.65% x \$28,712 = \$2,196. FICA - 6.20%, Medicare - 1.45%. SDPBC Code 397	5100/390	UNISIG	0.0	2,196.00
Areas of Focus	Graduation/Acceleration - Graduation Charter School Reimbursement Non FEEP - Supplies - Princeton Review Reading and Writing Prep Books for 185 students (\$2,356.90); Kaplan SAT Practice Books for 185 students (\$2,356.90); pens/pencils (\$11.20). SDPBC Code 397	5100/390	UNISIG	0.0	4,725.00
Areas of Focus	Graduation/Acceleration - Graduation Charter School Reimbursement Non FEEP - Teacher Salaries - Part time teacher pay teachers to provide ELA, Math, and Social Studies tutoring for students in grades 9-12. 9 teachers x 1 days per week x 5 hours per day x 22 weeks x \$40 per hour = \$39,600. SDPBC Code 397	5100/390	UNISIG	0.0	39,600.00
Areas of Focus	Graduation/Acceleration - Graduation Charter School Reimbursement Non FEEP - Benefits - Part time teacher pay for tutorial. 7.65% x \$39,600 = \$3,029. FICA - 6.20%, Medicare - 1.45%. SDPBC Code 397	5100/390	UNISIG	0.0	3,029.00
Areas of Focus	Graduation/Acceleration - Graduation Charter School Reimbursement Non FEEP - Teacher Salaries - Part time teacher pay for teachers to host parent nights to support graduation through data discussions with parents. 20 teachers x 1 days per week x 1.5 hours per event x \$25 per hour = \$2,250. SDPBC Code 397	5100/390	UNISIG	0.0	2,250.00
Areas of Focus	Graduation/Acceleration - Graduation Graduation/Acceleration - Graduation	5100/390	UNISIG	0.0	172.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>Charter School Reimbursement Non FEFP - Benefits - Part time teacher pay for parent                      nights: 7.65% x \$2,250 = \$172. FICA - 6.20%, Medicare - 1.45%. SDPBC Code 397</i>					
<b>Plan Budget Total</b>					<b>142, 500.00</b>