

Polk Pre Collegiate Academy



2014-15 School Improvement Plan

Polk Pre Collegiate Academy

5316 BERKLEY RD, Auburndale, FL 33823

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

14%

Alternative/ESE Center

No

Charter School

Yes

Minority

22%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A		

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	37

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Polk Pre-Collegiate Academy strives to improve the college readiness levels of students by facilitating a rigorous and relevant college preparatory curriculum infused with Science, Technology, Engineering and Mathematics (STEM) academics while offering an array of educational supports all within a small learning environment.

Provide the school's vision statement

Polk Pre-Collegiate Academy (PPCA) is a unique 9th and 10th grade Academy of Applied Discovery program where instructors expose learners to innovative STEM experiences and guide them through relevant application and evaluation of those experiences. PPCA's goal is to prepare academically focused students, with college aspirations, to earn highly-qualified admission status to one of the Polk State College collegiate high schools. PPCA strives to evolve in the areas of Science, Technology, Engineering, Arts and Math to meet the demands of local and global communities.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Polk Pre-Collegiate Academy discovers students' cultures beginning with an annual pre-application parent meeting. The meeting enables administration and staff to become familiar with the families of potential applicants. Upon admission, grade level meetings are held for parents and students to acclimate them to the school environment. Individual parent meetings are also held to learn more about their student's personal background, academic history and personal goals.

Within the classroom, best instructional practices are delivered and evaluated on a regular basis. During classroom walk-throughs, teachers are seen incorporating class building and team building activities to form and enhance relationships between teachers and students.

PPCA's Administrator, Guidance Counselor and Dean are in constant communication with all students to become aware of their backgrounds, goals and needs. The administrator serves as a mentor in the "Take Stock in Children" program. Additionally, students are offered diverse community service opportunities to explore and serve persons of other cultures.

PPCA has implemented a school wide "Be the One" and "Character Counts" initiatives. Throughout the campus, students are visually and verbally reminded of true character and the impact of one's countenance. Having a positive learning environment where staff and students exhort one another creates a sense of belonging and value.

In addition to the "Character Counts" initiative, teachers have received professional development in Love and Logic. Love and Logic is a program of practical techniques for teachers to manage classroom behavior while earning the respect of students and enjoying healthier relationships with students and their parents.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Polk Pre-Collegiate Academy creates a safe and respected environment through various activities. Priority is all students have a right to a safe learning environment free of distractions and danger. Drills are practiced monthly to ensure students are educated in the importance of emergency procedures. When necessary, safety issues are addressed with staff and students.

Upon arrival each day, students are greeted and assisted at car rider and bus loading zones and directed to the courtyard area where they are monitored by staff until classes begin. During this time, students are able to meet with teachers and administrators if needed.

School safety is at the forefront of each day. Classrooms are locked, students are issued passes to travel across campus and any suspicious activity is reported to the office. Classrooms are designed to function as a forum free of intimidation, fear and demeaning behavior. Students are encouraged to voice opinions, develop new clubs/activities and participate in various competitions.

Students going home directly after school are directed and monitored at designated car rider and bus loading zones in the afternoon. Students are provided after school tutoring and club meeting opportunities which are all monitored by staff members. Staff are available to personally assist students with specific academic needs as well as serve to help students discover and enhance personal interest and abilities.

Teachers provide students with personal contact information for them to access if needed during after school hours. This is just one example how the staff encourages students to be a self-advocate.

Anti-bullying is a common theme school-wide. Students are encouraged to report any inappropriate actions of others. All reports are investigated and results documented. Open communication builds confidence and trust between the students and staff. PPCA's theme for 2014-2015 is "Be the One". Students are consistently reminded to "Be the One" to make an impact in their school, home and community.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

PPCA's school wide behavioral system consists of a progressive disciplinary plan. PPCA students are expected to conduct themselves with respect for staff, peers and themselves. Classroom procedures and expectations are posted in all classrooms and reiterated on a consistent basis.

Disciplinary actions will be taken and interactions implemented for students who choose to not follow procedures. Discipline will be issued according to the PCSB Code of Conduct.

By exhibiting positive behaviors, students are allowed to participate in special activities and programs. Discipline and classroom procedures are discussed at monthly faculty meetings as needed.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

PPCA ensures the social-emotional needs of all students are met through open communication between students, parents, teachers, guidance counselor and administrator. When a teacher suspects a need, they contact the administrator or guidance counselor who initiates the proper strategy to effectively address the situation. Once the proper intervention is determined, the staff follows through with providing the proper resources.

PPCA has implemented a school wide "Character Counts" initiative. Throughout the campus, students are visually and verbally reminded of true character and the impact of one's countenance. Having a positive learning environment where staff and students exhort one another creates a sense of belonging and value.

In addition to the "Character Counts" initiative, teachers have received professional development in Love and Logic. Love and Logic is a program of practical techniques for teachers to manage classroom behavior while earning the respect of students and enjoying happier, healthier relationships with students and their parents.

The administrator is an active mentor for the "Take Stock in Children" program. She meets regularly with her student to build positive values, establish personal goals, and discuss post secondary aspirations.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance: Students and parents are informed of the school's attendance policy through the PPCA Student Handbook available on line and in print form.

Attendance is tracked each class period. Email notifications are sent to parents informing them of their student's absence or tardy. After five unexcused absences in a semester, students are issued a probation letter. After 10 unexcused absences in a semester, students may be dismissed to their zoned school.

Tardies are also subject to intervention and disciplinary actions.

The school's attendance committee meet to discuss interventions for students with excessive absences and the committee will take action as required.

Attendance intervention includes parent communication and guidance meetings.

Discipline: PPCA has a progressive disciplinary policy allowing students due process for discipline incidents.

As indicated in the School Board of Polk County Code of Student Conduct, infractions are considered either minor or major in nature and the appropriate interventions will be administered to correct the behavior.

All parents/guardians and students are required to read the School Board of Polk County Code of Student Conduct to determine what constitutes an infraction or serious breach of conduct.

Minor infractions Interventions include:

1. Verbal Warning
2. Parent Contact/Work Detail
3. Loss of Privileges

Major Infractions

1. Written Referral/Suspension
2. Possible dismissal from PPCA

PPCA employs a progressive discipline policy allowing for interventions to correct unacceptable behavior.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	
	10	Total
Attendance below 90 percent	4	4
One or more suspensions	0	
Course failure in ELA or Math	0	
Level 1 on statewide assessment	0	
	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies employed by PPCA to improve the academic performance of students include the following actions:

- Providing teacher support before and after school.
- Re-teaching topics as needed for mastery of skills.
- Increase opportunities for students to use technology to access web-based tutorial programs
- Implementing structured study hall time within designated school days.
- Provide students with college test preparation and test taking strategies
- Guidance counselor and/or ESE Facilitator meet with students to determine barriers to learning and achievement
- Provide parents with course and resource information for awareness of student progress and assistance

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parental involvement targets include increasing parent engagement opportunities in the following areas:

1. Parents review their student's Student Academic Plan at semester and last quarter with Guidance Counselor and Administrator.
2. School hosts preopening parent/student meetings.
3. School hosts mandatory grade level parent meetings to communicate school goals and ultimate transition to collegiate high school. Meetings are co-hosted by the Collegiate High School Director.
4. Parents attend college and career informational meetings provided throughout the year by Guidance Counselor.
5. Parents are invited to participate in school fundraiser activities and educational trips.
6. Administrator and Guidance Counselor perform outreach to parents as needed to seek support and provide resources to the family.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

PPCA's governing board is comprised of local business leaders, educators and parents who support the purpose and mission of the school. The governing board serves as a liaison between the school and community. They are active in promoting the mission and vision of the school and generating diverse forms of school support.

PPCA staff and parents builds and sustains partnerships with the local community through marketing the program and open invitation to school activities. Parents are active in locating partners who contribute to the program through volunteer teaching, financial contributions and community service opportunities.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
CARVER, CATHY	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Cathy Carver (Principal), Brian Sawyer (Dean/Math), Carrie Tapp (Guidance Counselor), Victoria Williams (9th Grade Instructor), Pamela Gervase (Technology), Leslie Widner (Science) and Amber Jones (ESE Facilitator)

The Leadership Team coordinates school efforts with the two school grade level team leaders. Every full-time staff member is a member of one of the teams. Team leaders provide the Leadership Team with data, research and reports necessary for analysis. Grade level teams will meet before school begins in the fall to analyze student data and establish goals and actions for the SIP, individual students and school wide initiatives.

The school administrator schedules monthly school grade level teams meetings for the teams to review their relevant sections of the SIP and submit an informal report to the School Leadership Team. The Leadership Team assesses the School Grade Level Leadership Teams' reports and communicates the SIP's progress to the staff and discusses appropriate interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

During pre-planning, the staff and administration review and analyze data to communicate and generate a plan for Multi-Tiered Student Support implementation and development of the SIP. Data analysis will drive instructional strategies and allocation of resources. Professional Development opportunities will be structured to support the instructional staff in the areas of content-specific instruction, teaching strategies and Common Core/Florida Standards implementation.

Personnel resources involving the staffing plan and student schedules are developed in coordination with Berkley Accelerated Middle School administration. Scheduling is in compliance with class size amendment requirements. PPCA leases staff from BAMS enabling teachers to teach an extra period in their regular instructional day.

Operating funds are reviewed weekly by the administrator and accountant. Financial reports are reviewed regularly at scheduled board meetings. Inventory controls are managed by administration and the school's accountant.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Julie Newquist	Parent
Burke Thompson	Parent
Edith Henderson	Education Support Employee
Henry Manson	Business/Community
Robert Roy	Business/Community
Veronica Henderson	Business/Community
Larry Jackson	Business/Community
James Reuther	Parent
Fred Rhoda	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

PPCA's governing board serves as the School Advisory Council. Governing board member duties are outlined in the school's charter contract and their primary responsibility is financial oversight and policy establishment. The prior year SIP is reviewed by the board at regular board meetings. The document is a "breathing" document that is revisited throughout the year to determine effective and meaningful measurements for school improvement. As measurable evidence becomes available, administration shares the data with the board for their input and evaluation. Board meetings are open to the public. Parents and the general public may attend all board meetings to offer feedback and suggestions for the betterment of the school.

Development of this school improvement plan

The Board of Directors review the School Improvement Plan and goals, the school's mission and year end assessment outcomes. Data and input from the school's leadership team is shared with the board. At each board meeting, members are updated on progress toward school/student progress as appropriate. The board discusses possible resources and applicable budget needs to meet the goals of the plan. PPCA's board has been an active participant in the development, review and approval of the school's SACS accreditation process. PPCA was approved for accreditation in 2014.

Preparation of the school's annual budget and plan

The annual Operating Budget is based on generated student FTE funds. Using the amount of allotted funds, the administrator, board members and accountant communicate program needs and the amount of funds needed for required purchases. The following factors determine the annual budget and plan:

1. Enrollment numbers are determined
2. Current classroom materials and equipment inventoried
3. Standards reviewed for curriculum/materials needs
4. Teachers submit needs requests
5. Grant opportunities are sought to supplement the annual budget
6. Fundraising activities are generated to supplement internal funds for purchases outside of the operating budget

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds:

1. PEG Writing
2. Discovery Education
3. Gizmo's
4. Math XL & MyMathLab/Stat Cruch
5. E-Texts (Anatomy & Physiology, Chemistry, U.S. History)
6. Science Lab Materials
7. Mac Computers & Dell Laptops

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Williams, Victoria	Teacher, K-12
Jones, Amber	Teacher, K-12
CARVER, CATHY	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT include include: implementation of Common Core Standards, implementation of Florida Standards Informative and Argumentative Writing Rubrics, data analysis and instructional decisions, student progress monitoring.

The LLT initiatives will ensure: a) students are exposed to rich, extended informational reading passages; (b) students are engaged and active participants in learning; (c) teachers communicate student progress with parents; (d) teachers are provided with the supports needed to help students succeed; (e) students' vocabulary base and application is extended through summarizing, writing and assessment; (f) teachers across disciplines are creating consistent writing opportunities in which students draft, edit and revise to produce a quality product.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

PPCA encourages positive working relationships between teachers through the following methods:

1. Marzano iObservation evaluation program to provide constructive feedback and coaching of instructional strategies
2. Monthly staff meetings to promote collegiality and program development
3. Professional development trainings on a local and national level

(STEM, ELA, Curriculum Development (ASCD), National and State Charter School Conference)

4. Perform teacher needs assessment for feedback regarding materials and technology

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Utilize Marzano methods of evaluation along with I-Observation to retain effective staff-Principal/Leadership Team
2. Provide teachers with relevant professional development for content area and reading across the curriculum - Principal
3. Extend support in areas of resources, materials, technology, etc. - Principal, Board Members
4. Establish time for new teachers to observe experienced teachers while instructing in the classroom - Principal
5. Provide teachers with training and resources for CPalms-Florida Standards/Common Core Standards and writing across the curriculum - Principal, Leadership Team

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

1. Highly effective teachers will mentor new teachers to provide ongoing support and resources.
2. Experienced teachers, new to the school, will be supported by their subject-specific team member.
3. Teams will meet monthly to discuss instructional issues, school policies and procedures enabling new teachers to increase their knowledge of school operations.
4. Coverage will be provided for all new teachers to observe effective and highly effective teachers within the first month of school.
5. New teachers will be observed using Marzano's iObservation program and feedback provided to help develop their teaching strategies and skills.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

PPCA ensures the alignment of materials to the core instructional programs first through careful examination of the established state standards available through CPalms. Published and digital materials are thoroughly researched for critical alignment to the standards. Sample materials are requested and previewed prior to purchase and teachers eagerly sample the materials to access the items' effectiveness and relevance. Lesson plans are documented with standards and materials used in instruction and reviewed weekly. Marzano lesson plan observations are conducted to ensure standards are addressed and appropriate instruction delivered.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

PPCA uses data to provide and different instruction to meet the diverse needs of students:
Data sources: Genesis, IDEAS, Pinnacle, teacher observation, teacher created assessments, PERT results, PSAT results

1. Teachers administer pre-, mid- and post tests.
2. Test results are monitored and instruction tailored to target mastery of subject matter.
3. Individual student grades are regularly recorded and tracked in Pinnacle by teacher and guidance counselor to analyze student deficiencies.
4. Teachers, guidance counselor and administration review data and student behaviors to effectively address student needs.
5. Instruction is supplemented for students after school each day.
6. Resources for test prep are available the school's website as well as print form.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Students are provided extended learning opportunity of a one-hour Study Hall after school each day.

Strategy Rationale

Rationale for the extended learning strategy is to provide students, who may lack additional support, an opportunity to acquire additional instruction and access to technology.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

CARVER, CATHY, cathy.carver@ppcacademy.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance data will be collected to record hours each student attending study hall.
Students will record the subjects they focus on daily in Study Hall.
Grades recorded in Pinnacle may be reflective of the extended learning strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

PPCA employs the following strategies to support incoming and outgoing cohorts of students in transition from one school level to another:

1. Mandatory parent/student meetings hosted by administration and guidance counselor prior to open enrollment and throughout the school year provide parents and students with important transitioning information. The collegiate high school director also participates in the informational meetings.
2. Peer-to-Peer student support. 10th grade students become mentors to incoming 9th grade students. Grade level team leaders communicate to develop a peer-to-peer mentor assignments.
3. Ninth grade teachers implement class building activities to strengthen student social skills and relationships.

Outgoing-

1. Student cohorts are supported with meetings hosted by the collegiate high school director to inform students of the collegiate program structure.
2. Guidance Counselor and administrator works directly with students to review Student Academic Plan to ensure students are on track with high school transcript.
3. Multiple resources and practice are provided for PERT college placement test. Passing all three sections of PERT are needed for priority admission to collegiate program.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Student academic and career planning are made available by the Guidance Counselor who works closely with each student to develop a Student Academic Plan (SAP). The SAP serves as a progress monitoring and communication tool. Standardized test results, grade reporting, attendance, behavior, etc. are documented on the form. Review sessions are conducted by the Guidance Counselor, Principal and student at the end of first semester and the end of second semester. Parents are provided with a copy of the plan. The Principal and Guidance Counselor also collaborate to schedule PSAT and PERT assessments needed for advanced studies.

The Guidance Counselor attends college and university tours and meetings to obtain information to share with students and parents. The Guidance Counselor conducts financial aid workshops for parents and students with information obtained from the FLDOE financial aid conference.

PPCA students are provided with interest surveys and the results are used to research colleges and universities offering their programs of interest.

PPCA staff and board members have toured the Poly Technic University to gain insight to their program. Through communications, Poly Technic has offered PPCA the opportunity to participate in their "Women in STEM" program to increase female interest in STEM fields.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students are identified at acceptance as members who are academically focused students and seeking the collegiate high school track. Courses are honors level delivered with rigor and relevance leading to college studies. Course selections and student schedules are streamlined to satisfy high school requirements and college coursework. The Principal and Guidance Counselor will also utilize the Student Academic Plan (SAP) to track student grades, academic accomplishments, and career goals to ensure the program is meeting the students' needs.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

PPCA's mission is to improve the college readiness levels of students by facilitating a rigorous and relevant college preparatory curriculum infused with STEM academics and an array of educational supports within a small learning environment.

-Students are given a challenging and rigorous high school curriculum including a college level course.

-Students are given the opportunity to take the PERT college placement test in ninth grade to satisfy

college enrollment requirements.

-Students given the PSAT college readiness assessment in tenth grade to enhance college preparedness and increase scholarship opportunities.

-Students meet with Guidance Counselor a minimum of one time per semester to update course progress and Student Academic Plan.

-Frequent contact and advising is made with students and parents regarding community service and scholarship opportunities.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Polk Pre-Collegiate Academy is not listed in the High School Feedback Report.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student Math proficiency, PPCA will plan for and deliver instruction based on Math Common Core/Florida Standards.
- G2.** To increase student ELA proficiency, PPCA will integrate across all subject areas effective ELA strategies based on ELA Common Core/Florida Standards.
- G3.** To increase student Post secondary Readiness Test proficiency, PPCA will provide resources needed for skills building, reinforcement, and parent support.
- G4.** To increase student College and Career Readiness, PPCA will increase student participation in STEM initiatives and programs.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student Math proficiency, PPCA will plan for and deliver instruction based on Math Common Core/Florida Standards. 1a

G052939

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	
Geometry EOC Pass Rate	

Resources Available to Support the Goal 2

- Math XL
- Laptop Computers - one to one student ratio
- TI-Nspire Graphing Calculators
- IDEAS
- CPalms
- After School Extended Learning
- Marzano Learning Sciences Effective Strategies
- College Placement Testing Resources (PERT)
- Teach Tech
- ASCD Professional Development
- National and State Charter Conference
- Kahn Academy

Targeted Barriers to Achieving the Goal 3

- Students are not yet proficient in higher order thinking skills needed to meet the cognitive demands of the Math Common Core/Florida Standards.

Plan to Monitor Progress Toward G1. 8

- Internal Assessment Data Reports via pre/mid/post tests
- IDEAS and Genesis Data Analysis Reports
- EOC Testing

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 8/14/2014 to 6/4/2015

Evidence of Completion

Data from I-Observation, individual teacher lesson plans, Pinnacle, Student Academic Plans, Internal Assessment Data Reports via progress monitoring (pre/mid/post tests), IDEAS and Genesis Data Analysis Reports, Standardized and EOC Testing.

G2. To increase student ELA proficiency, PPCA will integrate across all subject areas effective ELA strategies based on ELA Common Core/Florida Standards. 1a

G052937

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	

Resources Available to Support the Goal 2

- Marzano Learning Sciences Effective Strategies
- ASCD Professional Development
- National Charter School Conference
- IDEAS
- CPalms
- College Test Prep Materials
- I-Observation for Evaluation and Feedback
- Laptop Computers - one to one student ratio
- After School Extended Learning

Targeted Barriers to Achieving the Goal 3

- Students are not yet proficient in higher order thinking skills to meet the rigorous demands of the ELA Common Core/Florida Standards.

Plan to Monitor Progress Toward G2. 8

- Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests)
- IDEAS and Genesis Data Analysis Reports
- Florida Standards Assessment

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 8/14/2014 to 6/30/2015

Evidence of Completion

I-Observation Data, Lesson Plans, Pinnacle, Student Academic Plans, Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests), IDEAS and Genesis Data Analysis Reports, and Florida Standards Assessment

G3. To increase student Post secondary Readiness Test proficiency, PPCA will provide resources needed for skills building, reinforcement, and parent support. 1a

G052928

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	
College Readiness Mathematics	

Resources Available to Support the Goal 2

- Math XL
- PEG Writing
- CPalms
- College Test Prep Materials
- ASCD Curriculum Professional Development
- Marzano Learning Sciences Strategies
- After School Extended Learning
- Kahn Academy
- Laptop Computers - one to one student ratio
- Parent Resource Nights

Targeted Barriers to Achieving the Goal 3

- Students are not yet proficient in higher order thinking skills to meet the cognitive demands of the Post secondary Readiness Test (PERT).

Plan to Monitor Progress Toward G3. 8

Guidance counselor will track progress by comparing College Entrance Practice Test scores to PERT Cut Scores.

Person Responsible

Carrie Tapp

Schedule

Semiannually, from 8/14/2014 to 6/4/2015

Evidence of Completion

PracticeTest Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Academic Plans

G4. To increase student College and Career Readiness, PPCA will increase student participation in STEM initiatives and programs. 1a

G052907

Targets Supported 1b

Indicator	Annual Target
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Bio I EOC Pass

Resources Available to Support the Goal 2

- NSTA STEM Conference and Professional Development
- GIZMOS
- Laptop Computers - one to one student ratio
- Classroom iPads
- Chemistry and Dissection Lab
- Interactive White Boards
- CPALMS
- ASCD
- Online Textbooks
- Teach Tech Conference and Professional Development
- Florida Polytechnic Partnership
- National Charter Conference
- Advanced Technology Applications Course
- Anatomy and Physiology Course
- Marzano Learning Sciences Effective Strategies

Targeted Barriers to Achieving the Goal 3

- Previously, students have had limited accessibility to integrated STEM based activities.

Plan to Monitor Progress Toward G4. 8

STEM surveys, Applied Discovery Projects, and "Wangle Week"s artifacts

Person Responsible

CATHY CARVER

Schedule

Quarterly, from 8/14/2014 to 6/4/2015

Evidence of Completion

Completed student surveys from beginning of the year and end of the year; Applied Discovery Projects and "Wangle Week" artifact student grades, teacher lesson plans

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. To increase student Math proficiency, PPCA will plan for and deliver instruction based on Math Common Core/Florida Standards. **1**

 G052939

G1.B1 Students are not yet proficient in higher order thinking skills needed to meet the cognitive demands of the Math Common Core/Florida Standards. **2**

 B133361

G1.B1.S1 In order to increase student math proficiency, teachers will use Marzano Learning Sciences strategies to deliver instruction based on Math Common Core/Florida Standards. **4**

 S145248

Strategy Rationale

Because PPCA students have not yet met proficiency levels to satisfy the requirements of the Math Common Core/Florida Standards as evidenced by Pre College Placement Exams, teachers will implement Marzano Learning Sciences strategies (e.g. homework and practice reinforcement, non linguistic representations, cooperative learning, questions, and cues).

Action Step 1 **5**

Teachers will implement Marzano Learning Sciences strategies to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 8/14/2014 to 6/4/2015

Evidence of Completion

Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Academic Plans, and student artifacts.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review student performance data and ensure implementation of Marzano Learning Sciences strategies used to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 8/14/2014 to 6/4/2015

Evidence of Completion

Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Academic Plans, Progress monitoring (pre/mid/post tests) and student artifacts.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review student performance data and ensure implementation of Marzano Learning Sciences strategies used to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 8/14/2014 to 6/4/2015


Evidence of Completion

Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Academic Plans, Progress monitoring (pre/mid/post tests) and student artifacts.


G2. To increase student ELA proficiency, PPCA will integrate across all subject areas effective ELA strategies based on ELA Common Core/Florida Standards. **1**

 G052937

G2.B1 Students are not yet proficient in higher order thinking skills to meet the rigorous demands of the ELA Common Core/Florida Standards. **2**

 B133364

G2.B1.S1 In order to increase student proficiency in ELA standards, teachers in all subject areas will ensure effective ELA strategies are infused into classroom instruction. **4**

 S145253

Strategy Rationale

Because PPCA students have not yet met proficiency levels to satisfy the requirements of the ELA Common Core/Florida Standards as evidenced by Pre College Placement Exams, teachers will infuse classroom instruction with effective ELA strategies (e.g. close reading, inferencing, supporting arguments with evidence).

Action Step 1 **5**

Teachers will implement knowledge from ELA, STEM and ASCD professional development opportunities to engage in the effective use of ELA strategies, including developing engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Person Responsible

CATHY CARVER

Schedule

Daily, from 8/14/2014 to 6/4/2015

Evidence of Completion

I-Observation Data, Lesson Plans, Pinnacle, Genesis, Student Academic Plans, and Student Artifacts

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review student performance data and ensure implementation of ELA strategies, including developing engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 8/14/2014 to 6/30/2015

Evidence of Completion

I-Observation Data, Lesson Plans, Pinnacle, Genesis, Student Academic Plans, and Student Artifacts

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review student performance data and ensure implementation of ELA strategies, including developing engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 8/14/2014 to 6/30/2015

Evidence of Completion

I-Observation Data, lesson plans, Pinnacle, Genesis, Student Academic Plans, student artifacts, and Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests)

G3. To increase student Post secondary Readiness Test proficiency, PPCA will provide resources needed for skills building, reinforcement, and parent support. 1

G052928

G3.B1 Students are not yet proficient in higher order thinking skills to meet the cognitive demands of the Post secondary Readiness Test (PERT). 2

B133366

G3.B1.S1 In order for students to increase their proficiency for meeting the passing requirements of the Post secondary Readiness Test, administration and staff will provide resources to both students and parents. 4

S145252

Strategy Rationale

Because PPCA students have not yet met proficiency levels on the PERT, PPCA will provide needed resources to both students and parents.

Action Step 1 5

Students will take a minimum of two college entrance practice tests prior to taking the PERT assessment.

Person Responsible

Carrie Tapp

Schedule

Semiannually, from 8/14/2014 to 6/4/2015

Evidence of Completion

Practice Test Results, Student Academic Plans, Guidance Counselor Data Chart, Varsity Tutors Progress Monitoring

Action Step 2 5

PPCA will host a mandatory Parent Night for each grade level to provide information and resources pertaining to collegiate program entrance requirements and financial aid.

Person Responsible

Carrie Tapp

Schedule

On 11/28/2014

Evidence of Completion

Attendance Sheets, Instructional PowerPoint and Handouts posted on School Website

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Guidance Counselor will monitor and chart practice test results.

Person Responsible

Carrie Tapp

Schedule

Semiannually, from 6/4/2015 to 6/4/2015

Evidence of Completion

Student Test Results, Student Academic Plan, Guidance Counselor Data Charts, Varsity Tutors Progress Monitoring

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Practice Test results will be compared to PERT Cut Scores. Progress will be tracked and analyzed to direct instruction.

Person Responsible

Carrie Tapp

Schedule

Semiannually, from 8/14/2014 to 6/4/2015

Evidence of Completion

Practice Test Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Academic Plan, Varsity Tutors Progress Monitoring

G4. To increase student College and Career Readiness, PPCA will increase student participation in STEM initiatives and programs. 1

G052907

G4.B1 Previously, students have had limited accessibility to integrated STEM based activities. 2

B133353

G4.B1.S1 PPCA administration and staff will provide students consistent opportunities to participate in integrated STEM based activities in all core and elective classes. 4

S145244

Strategy Rationale

Exposure to real-world applications and hands-on learning projects, which utilize collaboration and critical thinking skills, will lead to increased participation and proficiency in STEM areas.

Action Step 1 5

All students will be required to participate in Applied Discovery Projects, with opportunity for selection in school science fair and Polk Regional Science and Engineering Fair.

Person Responsible

Tracy Butcher

Schedule

Quarterly, from 8/14/2014 to 6/4/2015

Evidence of Completion

School Science Fair with instructor selected participants from required individual Applied Discovery Projects

Action Step 2 5

PPCA will host schoolwide thematic cross-curricular weeks of integrated STEM activities.

Person Responsible

Tracy Butcher

Schedule

Quarterly, from 10/17/2014 to 5/22/2015

Evidence of Completion

Lesson plans from all teachers documenting STEM activities based on the schoolwide theme

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

STEM-themed Integrated Schoolwide Activities

Person Responsible

CATHY CARVER

Schedule

Quarterly, from 10/17/2014 to 5/22/2015

Evidence of Completion

Artifacts from completed STEM projects and activities per teacher/class

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

A minimum of two thematic STEM based cross curricular units

Person Responsible

CATHY CARVER

Schedule

Quarterly, from 8/14/2014 to 6/4/2015

Evidence of Completion

Lesson plans and artifacts

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	All students will be required to participate in Applied Discovery Projects, with opportunity for selection in school science fair and Polk Regional Science and Engineering Fair.	Butcher, Tracy	8/14/2014	School Science Fair with instructor selected participants from required individual Applied Discovery Projects	6/4/2015 quarterly
G3.B1.S1.A1	Students will take a minimum of two college entrance practice tests prior to taking the PERT assessment.	Tapp, Carrie	8/14/2014	Practice Test Results, Student Academic Plans, Guidance Counselor Data Chart, Varsity Tutors Progress Monitoring	6/4/2015 semiannually
G1.B1.S1.A1	Teachers will implement Marzano Learning Sciences strategies to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.	CARVER, CATHY	8/14/2014	Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Academic Plans, and student artifacts.	6/4/2015 biweekly
G2.B1.S1.A1	Teachers will implement knowledge from ELA, STEM and ASCD professional development opportunities	CARVER, CATHY	8/14/2014	I-Observation Data, Lesson Plans, Pinnacle, Genesis, Student Academic Plans, and Student Artifacts	6/4/2015 daily

Polk - 8002 - Polk Pre Collegiate Academy - 2014-15 SIP
Polk Pre Collegiate Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to engage in the effective use of ELA strategies, including developing engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.				
G4.B1.S1.A2	PPCA will host schoolwide thematic cross-curricular weeks of integrated STEM activities.	Butcher, Tracy	10/17/2014	Lesson plans from all teachers documenting STEM activities based on the schoolwide theme	5/22/2015 quarterly
G3.B1.S1.A2	PPCA will host a mandatory Parent Night for each grade level to provide information and resources pertaining to collegiate program entrance requirements and financial aid.	Tapp, Carrie	10/1/2014	Attendance Sheets, Instructional PowerPoint and Handouts posted on School Website	11/28/2014 one-time
G1.MA1	- Internal Assessment Data Reports via pre/mid/post tests - IDEAS and Genesis Data Analysis Reports - EOC Testing	CARVER, CATHY	8/14/2014	Data from I-Observation, individual teacher lesson plans, Pinnacle, Student Academic Plans, Internal Assessment Data Reports via progress monitoring (pre/mid/post tests), IDEAS and Genesis Data Analysis Reports, Standardized and EOC Testing.	6/4/2015 biweekly
G1.B1.S1.MA1	Review student performance data and ensure implementation of Marzano Learning Sciences strategies used to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.	CARVER, CATHY	8/14/2014	Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Academic Plans, Progress monitoring (pre/mid/post tests) and student artifacts.	6/4/2015 biweekly
G1.B1.S1.MA1	Review student performance data and ensure implementation of Marzano Learning Sciences strategies used to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.	CARVER, CATHY	8/14/2014	Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Academic Plans, Progress monitoring (pre/mid/post tests) and student artifacts.	6/4/2015 biweekly
G2.MA1	- Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests) - IDEAS and Genesis Data Analysis Reports - Florida Standards Assessment	CARVER, CATHY	8/14/2014	I-Observation Data, Lesson Plans, Pinnacle, Student Academic Plans, Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests), IDEAS and Genesis Data Analysis Reports, and Florida Standards Assessment	6/30/2015 biweekly
G2.B1.S1.MA1	Review student performance data and ensure implementation of ELA strategies, including developing engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.	CARVER, CATHY	8/14/2014	I-Observation Data, lesson plans, Pinnacle, Genesis, Student Academic Plans, student artifacts, and Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests)	6/30/2015 biweekly
G2.B1.S1.MA1	Review student performance data and ensure implementation of ELA strategies, including developing engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.	CARVER, CATHY	8/14/2014	I-Observation Data, Lesson Plans, Pinnacle, Genesis, Student Academic Plans, and Student Artifacts	6/30/2015 biweekly
G3.MA1	Guidance counselor will track progress by comparing College Entrance Practice Test scores to PERT Cut Scores.	Tapp, Carrie	8/14/2014	PracticeTest Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Academic Plans	6/4/2015 semiannually
G3.B1.S1.MA1	Practice Test results will be compared to PERT Cut Scores. Progress will be tracked and analyzed to direct instruction.	Tapp, Carrie	8/14/2014	Practice Test Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Academic Plan, Varsity Tutors Progress Monitoring	6/4/2015 semiannually
G3.B1.S1.MA1	Guidance Counselor will monitor and chart practice test results.	Tapp, Carrie	6/4/2015	Student Test Results, Student Academic Plan, Guidance Counselor Data Charts, Varsity Tutors Progress Monitoring	6/4/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	STEM surveys, Applied Discovery Projects, and "Wangle Week"s artifacts	CARVER, CATHY	8/14/2014	Completed student surveys from beginning of the year and end of the year; Applied Discovery Projects and "Wangle Week" artifact student grades, teacher lesson plans	6/4/2015 quarterly
G4.B1.S1.MA1	A minimum of two thematic STEM based cross curricular units	CARVER, CATHY	8/14/2014	Lesson plans and artifacts	6/4/2015 quarterly
G4.B1.S1.MA1	STEM-themed Integrated Schoolwide Activities	CARVER, CATHY	10/17/2014	Artifacts from completed STEM projects and activities per teacher/class	5/22/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student Math proficiency, PPCA will plan for and deliver instruction based on Math Common Core/Florida Standards.

G1.B1 Students are not yet proficient in higher order thinking skills needed to meet the cognitive demands of the Math Common Core/Florida Standards.

G1.B1.S1 In order to increase student math proficiency, teachers will use Marzano Learning Sciences strategies to deliver instruction based on Math Common Core/Florida Standards.

PD Opportunity 1

Teachers will implement Marzano Learning Sciences strategies to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.

Facilitator

Cathy Carver

Participants

PPCA Math and Science Instructors

Schedule

Biweekly, from 8/14/2014 to 6/4/2015

G2. To increase student ELA proficiency, PPCA will integrate across all subject areas effective ELA strategies based on ELA Common Core/Florida Standards.

G2.B1 Students are not yet proficient in higher order thinking skills to meet the rigorous demands of the ELA Common Core/Florida Standards.

G2.B1.S1 In order to increase student proficiency in ELA standards, teachers in all subject areas will ensure effective ELA strategies are infused into classroom instruction.

PD Opportunity 1

Teachers will implement knowledge from ELA, STEM and ASCD professional development opportunities to engage in the effective use of ELA strategies, including developing engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Facilitator

Cathy Carver

Participants

All PPCA Staff

Schedule

Daily, from 8/14/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0