

Hardee County Schools

Pioneer Career Academy



2016-17 Schoolwide Improvement Plan

Pioneer Career Academy

200 S FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/pioneer_career

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Hardee County School Board on 11/10/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Pioneer Career Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

"Preparing students to be contributing, responsible citizens."

b. Provide the school's vision statement.

"Building learning partnerships with home, school, and community to ensure personal and academic excellence."

2. School Environment

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

1. Teacher/Parent conference
2. Teacher/student conversation
3. Opportunity for class-room presentation by students
4. Small community allows for outside interaction such as school sporting events, YMCA, conversations in street.
5. Several times a the year students bring foods, clothing or other items which depict their culture.

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

1. Students are reviewed often on what is expected of them on campus.
2. Students receive their announcements from principal in person each day.
3. Principal reminds students of open door policy to listen to their concerns.
4. Students have an active student spokes-person with access to the principal.
5. Teachers and staff do not talk down or disrespectfully to students.
6. Teachers and staff follow up on students behavior and academic progress.
7. All staff take time to speak one on one to students as needed or requested by student.
8. For overall school performance; Teachers cooperatively choose "student of the week."
9. For single class room performance; Teachers individually select an 'Honorable Mention'
10. Students receive positive summaries listing action or academic reasons for accolades.
11. Teachers are encouraged to speak individually to students at least 2 min five times a week.

c. 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.

In addition to the above mentioned action.

1. All staff are trained in Crisis Prevention Intervention.
2. New phones have been acquired to ensure no 'all calls' disrupt class.
3. Announcements are made once a day.
4. Additional information is sent out via e-mail.
5. Visitors are directed through office and their requests addressed.
6. Disruptions are quickly and quietly addressed by allowing student trip to office.
7. Teachers are trained in student handbook protocol and procedure.

d. 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.

1. School provides psychologist at student or parents request.
2. Students are encouraged to speak about their concerns with teachers or staff members.
3. Florida Youth and Family teach a life skills class.
4. Parents are given a list of county providers which may meet their physical and socio-emotional needs.
5. Hardee District provides a list of volunteers of student mentors.
6. Student are allowed to request personal time outs when need arises.
7. Hourly/class monitoring is done on each student electronically using a point level system.

3. Early Warning Systems

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

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

Early Warning Indicators Attendance and Academics

1. Attendance is monitored daily.
 2. Parents are informed at time of student's absence.
 3. If truancy becomes or is historically a problem The Dept. of Youth and Family receives a referral.
 4. Students and parents are made aware of the consequences of all absences.
 5. Doctor, Funeral, Court ordered appearances notes are expected to determine excused absences.
 6. Principal sit on CCS committee addressing absentee issues.
 7. Youth and Family representative attends MTSS meetings.
 8. Parent/teacher conferences are scheduled to resolve issues.
 9. Attendance concerns are followed up weekly in Mutli-tiered Support System Meetings each week.
-
1. Students data chats are calendared.
 2. Student progress reports to home every 4.5 weeks.
 3. FAIR Data is analyzed.
 4. I-Ready information is studied.
 5. Past FCAT scores are reviewed.
 6. Weekly Multi-tiered Support System meetings are held to discuss each student's progress or struggles.
 7. Language Arts students with a level 1 score are enrolled in a 90 min reading remediation block in addition to a regular Language Arts class.
 8. Level one and course failure Mathematics and students receive small group lessons.
 9. FAS curriculum alignment.

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

- 1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	1	2	1	0	1	0	0	5

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	3	0	0	0	0	0	3

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

1. Students are divided into small working group.
2. Students are all trained to use Cornell note.
3. Students are all trained to use deep reading techniques.
4. All students implement an interactive folder in Language Arts.
5. All students are urged to use different learning strategies.
6. Small group are held once a week in every subject.
7. Each student has parent/teacher conferences and data chats regularly scheduled.
8. All students are pre-tested before placed in grade level curriculum.
9. All parents attend a conference and informed of school involvement and expectations for themselves and students.
10. All teachers receive ESE awareness.
11. All teachers receive ESOL training.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Along with the SACS, there will be additional parental contact regarding attendance, phone call, letters home, conferences by both teachers and PCA Director. Contact will be logged and documented. Increase in parent SACS and MTSS involvement with follow up by teachers. A monthly newsletter will be written and sent to parents and SACS members.

2. 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.

At meetings attended by local business and corporations, personal contact is made by director of PCA with the business representative. At that time, ideas for school improvements are broached. The business or businesses will ask for a formal request for donation, normally in the form of a written grant. Submitted grants are considered and approved by the stock holders. Follow up meetings as to the progress of the project are held. At these meeting, discussions are also held on future ideas to build support for the schools and community involvement by the corporation. Businesses are later publicly recognized by the school board. The school may also go directly to a business which is not part of the normal meeting group and submit a request. Some businesses contact the school with ideas for donations.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Vasquez, Gilbert	Principal

b. Duties

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

Meetings involve analyzing student data, instructional practices, & intervention strategies for moderate and high risk students not meeting benchmark targets. Based on team discussions, professional development needs and resources are determined. The team also facilitates the process of building consensus among all stakeholders.

An ESE teacher is present.

Input and discussion amongst all involved help determine expected student progress and barrier and resolutions.

2. 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.

MTSS and LLT coordinate efforts in analyzing test DATA including FAIR, Benchmark, FCAT and point level system. Data is discussed and strategies are put in place including persons responsible. Parental contact is made for sharing information when student data chats are conducted. Follow up is continuous on a weekly basis. Special needs are discussed with follow up contact to persons responsible for alleviation.

Title I Part A, Title II, Part A, and the district collaborate in providing funding for technology resources, instructional materials as well as staff development for the faculty and for academic intervention coaches.

Migrant Title 1 The migrant coordinator and the migrant advocates collaborate with school staff to ensure that the needs of migrant students are met. Academic and support services enable migrant students to participate fully in the educational experience.

Title II These funds provide professional development for teachers, substitutes for release time for teachers, consultant travel, professional development stipends, extra duty for our partial Academic Intervention Coach, supplies and professional development for the AI Coach, and mentoring supplements

Title II Part D provides staff development through the School Resource Technology Specialist and hardware such as Smart Boards, I-touch Pads, ELMOs, LCD projectors and computers to be purchased for PCA.

Title III The district's AYP Facilitator and the Academic Intervention Coach will present professional development that addresses the unique needs of ELL/immigrant students.

Youth and Family Programs: Students at Pioneer Career Academy participate in a Life Skills curriculum which teaches students the dangers of using alcohol, tobacco, and drugs and fosters a safe, drug free learning environment supporting student achievement. Students at PCA also complete a course that teaches Career Preparatory skills. Many PCA students are also required to complete Anger Management and/or Substance Abuse training as a part of their juvenile justice program. The Florida Dept of Youth and Family services meets each week in a classroom setting teaching and reviewing life skills which foster self-control and better life choices.

Nutrition Programs: The National School Lunch Program funds nutritious lunches for paying students as well as for students on the free or reduced meal program. In 2014-15 school year breakfast is provided to all students free of charge. Healthy food supports achievement by providing nutrition to help students learn. A health course has been added to our PCA curriculum, this class is proving to be an important part of the school day not only for teaching the attributes of regular exercise, but also to teach students the elements of good nutrition.

Adult Education: The Hardee District's Adult and Community Education Program provides instruction to adults seeking a GED and those wanting to learn English as well. This is a vital service for our rural district and community which has a high migrant population.

Career and Technical Education: PCA has a Career Preparatory course designed to instruct the students in skills they will need to get a job. They are taught how to prepare a resume, how to conduct themselves in a job interview, how to conduct themselves when they are actually on the job, as well as the importance of beginning to gain experience with any type of employment that they can obtain and then work for advancement by demonstrating their capabilities to their employers.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Gilbert Vasquez	Principal
Marc McKinney	Teacher
Isaac Flores	Student
Judy Bourgeois Smith	Business/Community
Sherry Morris	Education Support Employee
Yolanda Flores	Business/Community
Jose Flores	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The nature of the Pioneer Career Academy is such that students are enrolled in the school for short periods of time. The majority of the school SAC's committee is composed of parents and students who are only in the PCA program transiently. By the end of the school-year most students have moved on to their regular home school. The remaining SAC's committee members are the teachers, personnel and business or community members .

The remaining committee members are highly involved in the construction and maintenance of the school improvement plan. As members they are present to see it work first hand. Throughout the school year members actively voice successes and needed modifications. The SIP is a live process being changed and shaped into a working model as the year passes.

b. Development of this school improvement plan

Members are active and voice ideas and concerns throughout the year. Weekly meetings are held with student and staff, Parents are invited to voice their input monthly. Everyone on campus and parents receive a monthly newsletter.

c. Preparation of the school's annual budget and plan

The annual budget is prepared outside of the PCA venue.

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

Professional development-Individual staff pay or stipend.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Vasquez, Gilbert	Principal
	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The literacy team provides training for modeling writing and reading strategies along with proven pedagogical methods in math and science (ie.) small group settings and deep reading practices. A school wide concentration on developing specific strategies used by different depts. focused on raising reading and writing scores examples are The language arts dept is promoting and teaching how to implement interactive notebooks, the history and math teachers are using small group

sessions and the entire school is using Cornell Notes and interactive notebooks. These strategies are designed to work in conjunction toward a thorough and rigorous curriculum. These and other best practice strategies are modeled for in class use.

Teachers also meet weekly to discuss how to better promote an environment of cooperative learning, group cohesion, respect and mutual trust.

D. Public and Collaborative Teaching

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

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

Positive working relationships are cultivated in many ways.

- *Securing common planning period.
- *Sharing vision for the Academy.
- *Sharing common goals.
- *Grouping or pairing teachers for projects.
- *Grouping or pairing teachers for assigned duties.
- *Consistently inviting input on daily schedules and operations.
- *Assigning teachers to train each other in areas of excellence.
- *School community celebration of personal and professional occasions.
- *Experienced teacher mentors newer teacher.

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

Positions are first posted by District office, Candidates are interviewed and certifications reviewed. Highly qualified candidates are hired. District Connection Program for beginning teachers. The school's academic intervention coach, math coach and science coach will collaborate with the district HQ Facilitator to identify and address individual needs of participants. Common Planning time for teachers in the Literacy Leadership Team.

Development is addressed through continuous training days in area of need. Area of need is determined through student bench-mark, daily grades and FSA data. Coaching is available for new teacher recruits as well as observations into effective veteran teacher classes. Director will also attend Teacher Hiring Fair to scout for and recruit possible new hires.

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

Mentoring is done by pairing a newly hired teacher with a veteran teacher. Veteran teacher is chosen for experience as well as good modeling traits and class-room success. Mentor teachers will not be limited to one teacher as there may be other areas of expertise available from more than one teacher. The experienced teacher/s will lead the new teacher in policy and procedure for the school to include everything from lesson plans to delivery. Planned mentoring activities will include PLATO soft-ware, grade recording, filling simple forms such as PAF and referrals. Computer programs will also be scheduled to include grade, attendance retrievals and daily input into point level system.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

1. Teachers assignments reflect their certification qualifications.
2. Teachers use appropriate Florida Dept of Education State Standard web-sites.
3. Teachers professional development training are based on The Florida State Standards.
4. Teacher's lesson plans documentation list appropriate and consistent use and proper alignment of Florida's standards.

b. Instructional Strategies

1. 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.

Analysis of data from previous state mandated, local and web-based testing is used in conjunction to class-room performance as base information for modifying or supplementing student educational needs.

1. Along with previous testing results, computer based pre-test helps determine students proficient level.
2. Students are placed in appropriate grade levels.
3. Students may be placed in small groups.
4. Lesson may be modified by breaking down into smaller easier to understand portions.
5. Teachers develop activities that target auditory, visual, and kinesthetic learners.
6. Teachers provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills.
7. Teachers provide appropriate levels of challenge for all students, including those performing at less than grade level, those students who perform in, at and those who may be advanced..
8. Students are provided self advocacy strategies which teach them how to comfortably ask questions and request teacher's help.
9. Demonstration of appropriate strategy behavior is documented in point level system each period.
10. Continuous assessment an ongoing, interactive process.
11. Students elect a student representative to broach all student related issues including academic instruction and instructors.

2. 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: Extended School Day

Minutes added to school year: 0

NA

Pioneer Career Academy does not have an extended time program.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Parent conferences are scheduled for all in-coming and outgoing students.

Rules and regulations are carefully explained and addressed.

Goal expectations are reviewed

Academic and behavioral contracts are explained and signed by parent and students.

Active IEP and 504 Plans are ensured.

Behavior and academic rigor is maintained

Social and physical needs are addressed

Letters of recommendation are written for exceptional students

PCA normally makes recommendations, but does not administratively promote students.

Affected school, teacher and staff are notified to expect transitioning students.

b. College and Career Readiness

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

Teachers lead student in computer based research to ensure students are informed about their career interest. Students and teachers discuss additional education goals.

Professionals are invited to speak at PCA.

Nearby colleges and universities are invited to have representatives speak with PCA students.

Teacher is trained on student's professional opportunities.

Teacher attends training for career orientation of students.

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

PCA provides traditional course of study to meet graduation requirements as well as to meet credit recovery opportunities. Brief description follows:

- Course of studies
- College and/or vocation planning
- Testing requirements
- Prerequisites
- Options available
- Scholarship opportunities (where applicable)
- Credit Recovery (where applicable)
- Variety of opportunities to participate

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

In accordance with that provided by the home school, PCA supports an array of initiatives with the purpose of successfully transitioning students into the postsecondary educational level. Some specific endeavors undertaken include the following:

? In collaboration with the local community college (SFSC), many programs have been introduced that support and foster the development of skills needed

for students to succeed outside the high school setting. Such programs include:

- o BRIDGE (SFSC)
- o College Reach Out Program (CROP)
- o Panther Youth Partners

o Hardee Senior High School Career Day

? The school will continue its effort to develop programs that will benefit participating students in pursuit of their career interests.

4. 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.

Students expected to graduate are closely monitored using a variety of pre and post secondary tests including, practice end of course exams.

Review or remediation of students is scheduled based on testing results.

Students showing an interest in future field of studies are assigned research projects on said field.

When appropriate students are enrolled in academic classes which will enhance their success in post-sec ed.

If possible appropriate professionals are invited to speak to students.

Core class relevance related to field is especially advocated.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** The number of students performing proficiently on their EOC science will increase from 0% to 5%
- G2.** The percentage of students scoring Level 3 on the 2017 fsa reading will increase from 0% to 5%.
- G3.** FSA writing scores will rise to meet grade level standards from 0% to 5%
- G4.** Math scores will rise to meet grade level FROM 0% TO 5 %.

Strategic Goals Detail

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

G1. The number of students performing proficiently on their EOC science will increase from 0% to 5% 1a

G085309

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	2.0

Targeted Barriers to Achieving the Goal 3

- Below grade level reading proficiency,

Resources Available to Help Reduce or Eliminate the Barriers 2

- Certified teachers, fl standard training, interactive computer based curriculum, small groups, FI standards based curriculum.

Plan to Monitor Progress Toward G1. 8

Reading comprehension will be monitored in remedial reading and science class

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Class-room grades, Bench Mark I-ready and FAIR testing results as well as Practice EOC testing.

G2. The percentage of students scoring Level 3 on the 2017 fsa reading will increase from 0% to 5%. 1a

G085310

Targets Supported 1b

Indicator	Annual Target
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AMO Reading - All Students

Targeted Barriers to Achieving the Goal 3

- lack of rigor
- Poor attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grade appropriate text aligned to FI Standards. Common Teacher planning, AVID system strategies, and I Ready Bench mark data analysis, parent involvement.
- PIATO soft-ware, Youth and Family Services. Scheduled Data Chats

Plan to Monitor Progress Toward G2. 8

Attendance and transfer monitoring will take place.

Person Responsible

Gilbert Vasquez

Schedule

Daily, from 8/10/2016 to 5/25/2017

Evidence of Completion

Attendance records and transfer records will be used to indicate progress made toward continuous attendance at PCA.

G3. FSA writing scores will rise to meet grade level standards from 0% to 5% 1a

G085311

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	2.0

Targeted Barriers to Achieving the Goal 3

- STUDENT'S UNTOWARD SOCIAL BEHAVIOR STUDENT TRUANCY NO CERTIFIED LANGUAGE ARTS TEACHER

Resources Available to Help Reduce or Eliminate the Barriers 2

- FI Standards TRAINING APPROPRIATE GRADE LEVEL AND FI.SS ALIGNED TEXT PROFESSIONAL DEVELOPMENT PROGRESS MONITORING USING ROUTINELY SCHEDULED ASSESSMENTS

Plan to Monitor Progress Toward G3. 8

PROGRESS MONITORING DATA WILL BE DISCUSSED AMONGST TEACHERS AND ADMINISTRATION

Person Responsible

Gilbert Vasquez

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Teachers will receive validity certification. FSA results.

G4. Math scores will rise to meet grade level FROM 0% TO 5 %. 1a

G085312

Targets Supported 1b

Indicator	Annual Target
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AMO Math - All Students

Targeted Barriers to Achieving the Goal 3

- ENROLLING STUDENTS HAVE WEAK BACK-GROUND KNOWLEDGE OF SUBJECT WHEN ENTERING PCA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- GRADE APPROPRIATE TEXT ALIGNED TO FSA PLATO SOFT WARE PERSONNEL

Plan to Monitor Progress Toward G4. 8

LAB MANAGER WILL REPORT WHEN STUDENTS HAVE BEEN SUCCESSFULLY ENTERED INTO PLATO SYSTEM AND PRETESTED.

DIRECTOR WILL OBSERVE AND DISCUSS PROGRESS AND DIRECTLY OBSERVE CLASS ROOM

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

ASSESSMENT DATA FROM FAIR, BENCHMARK, FCAT, CLASSROOM, AND PLATO POST TEST WILL DOCUMENT MONITORING OF PROGRESS GOALS.

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. The number of students performing proficiently on their EOC science will increase from 0% to 5% **1**

 **G085309**

G1.B1 Below grade level reading proficiency, **2**

 **B226845**

G1.B1.S1 student will receive remedial reading classes **4**

 **S239305**

Strategy Rationale

Reading strategies will improve fluency, vocab, and comprehension.

Action Step 1 **5**

remedial reading

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

data will be available through class performance, benchmark testing and I-Ready, practice EOC evaluations.

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

walk through, lesson plans monitored to reflect, professional development,

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Professional development calendars, FASTE teacher evaluations,

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

Monitoring reading success in both the reading remedial classes and in the science class.

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Class-room grade, bench mark testing, practice EOC, final FCAT scores.

G2. The percentage of students scoring Level 3 on the 2017 fsa reading will increase from 0% to 5%. 1

 G085310

G2.B1 lack of rigor 2

 B226846

G2.B1.S1 Insufficient rigor will be addressed using a variety of AVID strategies including Cornell notes and deep reading techniques. Students will work in small and differentiated groups. 4

 S239306

Strategy Rationale

Rigor will be addressed by accepting only the highest standard performance from students but only after training in best practice strategies for acquiring knowledge and gaining capacity.

Action Step 1 5

Implement reading strategies

Person Responsible

Gilbert Vasquez

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Documented AVID training will be ongoing throughout the school year planned in-service days.

Action Step 2 5

youth and Family services

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Student will improve attendance or show written evidence of excused absences

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

Reflected in lesson plans, Professional development, class-room walk through

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Visual evidence, Attendance sheets, visual confirmation.

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

DATA WILL BE USED TO MONITOR EFFECTIVENESS

Person Responsible

Gilbert Vasquez


Schedule

Every 2 Months, from 8/10/2016 to 5/25/2017

Evidence of Completion

MONITORING WILL END WITH SCHOOL YEAR Results will be documented by
aforementioned assessment data.

G2.B1.S2 Youth and Family services are utilized. School Psychologist makes home visits. 4

 S239307

Strategy Rationale

Holding the parents accountable for minors will encourage higher attendance.

Action Step 1 5

After being notified by school of poor attendance, FI. Youth and Family representatives and school psychologist will make visits to home for a well-ness check and to explain to parents consequences of students poor attendance.

Person Responsible

Gilbert Vasquez

Schedule

Biweekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

documentation of notification and of home visit.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attendance will be recorded and carefully monitored

Person Responsible

Gilbert Vasquez

Schedule

Daily, from 8/10/2016 to 5/25/2017

Evidence of Completion

Attendance records will be kept and reviewed. Truant students will be discussed in weekly MTSS meeting.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Daily inspection of attendance. Outside agency follow up.

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2015 to 5/25/2017

Evidence of Completion

Record keeping of attendance and home visits by school, Youth and Family and psychologist.

G2.B2 Poor attendance 2

 B226847

G2.B2.S1 Utilize Fl. Dept. of Youth and Family Services 4

 S239308

Strategy Rationale

The Dept of Youth and Family are a counseling resource for PCA. It will also serve as a tool for assuring student attendance.

Action Step 1 5

Parents of students who become a truancy problem will be visited by Youth and Family. A pro-active plan will be put in place to assure student's attendance.

Person Responsible

Gilbert Vasquez

Schedule

Daily, from 8/10/2015 to 5/16/2016

Evidence of Completion

Attendance and phone records will reflect utilization of Youth and Family

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Attendance staff/director will check attendance.

Person Responsible

Gilbert Vasquez

Schedule

Daily, from 8/10/2015 to 5/16/2016

Evidence of Completion

Phone and written records will reflect contact to FI Youth and Family as needed.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G3. FSA writing scores will rise to meet grade level standards from 0% to 5% 1

 G085311

G3.B1 STUDENT'S UNTOWARD SOCIAL BEHAVIOR STUDENT TRUANCY NO CERTIFIED LANGUAGE ARTS TEACHER 2

 B226848

G3.B1.S1 ALL TEACHERS WILL BE TRAINED IN WRITING STRATEGIES 4

 S239309

Strategy Rationale

All teachers will become better writing instructors in relevant and appropriate subjects.

Action Step 1 5

TEACHERS WILL RECEIVE WRITING STRATEGY INSTRUCTIONS

Person Responsible

Gilbert Vasquez

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

COMPLETION OF TRAINING WILL BE DOCUMENTED AND INSERVICE POINTS WILL BE EARNED

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

MONITOR TEACHERS LESSON PLANS AND USE OF GRADUAL RELEASE MODEL IN TEACHING WRITING STRATEGIES

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

FEED BACK TO TEACHERS DOCUMENTED OBSERVATION

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

CLASS ROOM, DISTRICT, AND STATE TESTING WILL BE USED TO MONITOR PROGRESS

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

DOCUMENTED DATA ON TEST REPORT SITES DAILY CLASS GRADES

G3.B1.S2 Teachers will be Fully ESOL endorsed 4

 S239310

Strategy Rationale

All teachers will be able to implement more effective ESOL strategies.

Action Step 1 5

All certified teaching personnel will be ESOL endorsed by end of school year

Person Responsible

Gilbert Vasquez

Schedule

Annually, from 8/10/2015 to 5/16/2016

Evidence of Completion

Teachers will be rewarded FI DOE certificate of completion.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

monitoring of personnel professional development

Person Responsible

Gilbert Vasquez

Schedule

Quarterly, from 8/10/2015 to 5/16/2016

Evidence of Completion

All certified teaching staff will be able to add ESOL endorsement to their professional certification license.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Class-room observation, lesson plans will reflect effective ESOL teaching strategies

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2015 to 5/16/2016

Evidence of Completion

A rise in affected student's class-room participation will be evident.

G4. Math scores will rise to meet grade level FROM 0% TO 5 %. 1

 G085312

G4.B1 ENROLLING STUDENTS HAVE WEAK BACK-GROUND KNOWLEDGE OF SUBJECT WHEN ENTERING PCA. 2

 B226849

G4.B1.S1 ENROLLING STUDENTS WILL BE PRE-TESTED. STUDENTS WILL BE PLACED IN PROPER PERFORMANCE LEVEL. STUDENTS WILL BE DIVIDED INTO SMALL GROUPS. STUDENTS WILL BE PLACED IN DIFFERENTIATED GROUPS. STUDENTS WILL RECEIVE DAILY REMEDIATION IN AREAS THEY ARE EXPERIENCING DIFFICULTY. LEADERSHIP WILL PROVIDE TEACHERS TRAINING OPP. 4

 S239311

Strategy Rationale

IMMEDIATE STUDENT MONITORING AND FEED-BACK WILL RESULT IN GAINING CAPACITY AND KNOWLEDGE.

Action Step 1 5

INTERPRET PRETEST DATA AND DETERMINE APPROPRIATE GRADE LEVEL AND SMALL GROUPING.

STUDENT WILL BE REMEDIATED AT THE BEGINNING OF EACH CLASS PERIOD.

Person Responsible

Schedule

Daily, from 8/10/2016 to 5/25/2017

Evidence of Completion

EVIDENCE WILL BE DOCUMENTED IN LESSON PLANS AND CLASS GROUPS.

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

THE FOLLOWING WILL OCCUR TO ENSURE FIDELITY
LESSON PLANS CHECKED
WALK THROUGH
DATA CHATS
TEACHER DISCUSSION

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

DOCUMENTATION OF STUDENT SCHEDULE STUDENT CLASS ROOM GROUPING
SCHEDULES ASSESSMENTS FOR PROGRESS MONITORING ATTENDANCE CHECK
PROFESSIONAL OPPORTUNITY SHEETS

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

EFFECTIVENESS WILL BE NOTED AND ANALYZED USING DATA FROM SEVERAL
ASSESSMENT SERVICES

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/10/2016 to 5/25/2017









Evidence of Completion

DOCUMENTATION FOR EFFECTIVENESS WILL BE RECORDED ON MULTIPLE
TESTING SITES. FCAT RESULTS

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B2.S1.MA1 M317253	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.MA1 M317254	Attendance staff/director will check attendance.	Vasquez, Gilbert	8/10/2015	Phone and written records will reflect contact to FI Youth and Family as needed.	5/16/2016 daily
G2.B2.S1.A1 A309925	Parents of students who become a truancy problem will be visited by Youth and Family. A pro-active...	Vasquez, Gilbert	8/10/2015	Attendance and phone records will reflect utilization of Youth and Family	5/16/2016 daily
G3.B1.S2.MA1 M317258	Class-room observation, lesson plans will reflect effective ESOL teaching strategies	Vasquez, Gilbert	8/10/2015	A rise in affected student's class-room participation will be evident.	5/16/2016 weekly
G3.B1.S2.MA1 M317259	monitoring of personnel professional development	Vasquez, Gilbert	8/10/2015	All certified teaching staff will be able to add ESOL endorsement to their professional certification license.	5/16/2016 quarterly
G3.B1.S2.A1 A309927	All certified teaching personnel will be ESOL endorsed by end of school year	Vasquez, Gilbert	8/10/2015	Teachers will be rewarded FI DOE certificate of completion.	5/16/2016 annually
G1.MA1 M317248	Reading comprehension will be monitored in remedial reading and science class	Vasquez, Gilbert	8/10/2016	Class-room grades, Bench Mark I-ready and FAIR testing results as well as Practice EOC testing.	5/25/2017 weekly
G2.MA1 M317255	Attendance and transfer monitoring will take place.	Vasquez, Gilbert	8/10/2016	Attendance records and transfer records will be used to indicate progress made toward continuous attendance at PCA.	5/25/2017 daily
G3.MA1 M317260	PROGRESS MONITORING DATA WILL BE DISCUSSED AMONGST TEACHERS AND ADMINISTRATION	Vasquez, Gilbert	8/10/2016	Teachers will receive validity certification. FSA results.	5/25/2017 quarterly
G4.MA1 M317263	LAB MANAGER WILL REPORT WHEN STUDENTS HAVE BEEN SUCCESSFULLY ENTERED INTO PLATO SYSTEM AND...	Vasquez, Gilbert	8/10/2016	ASSESSMENT DATA FROM FAIR, BENCHMARK, FCAT, CLASSROOM, AND PLATO POST TEST WILL DOCUMENT MONITORING OF PROGRESS GOALS.	5/25/2017 weekly
G1.B1.S1.MA1 M317246	Monitoring reading success in both the reading remedial classes and in the science class.	Vasquez, Gilbert	8/10/2016	Class-room grade, bench mark testing, practice EOC, final FCAT scores.	5/25/2017 weekly
G1.B1.S1.MA1 M317247	walk through, lesson plans monitored to reflect, professional development,	Vasquez, Gilbert	8/10/2016	Professional development calendars, FASTE teacher evaluations,	5/25/2017 weekly
G1.B1.S1.A1 A309921	remedial reading	Vasquez, Gilbert	8/10/2016	data will be available through class performance, benchmark testing and I-Ready, practice EOC evaluations.	5/25/2017 weekly
G2.B1.S1.MA1 M317249	DATA WILL BE USED TO MONITOR EFFECTIVENESS	Vasquez, Gilbert	8/10/2016	MONITORING WILL END WITH SCHOOL YEAR Results will be documented by aforementioned assessment data.	5/25/2017 every-2-months
G2.B1.S1.MA1 M317250	Reflected in lesson plans, Professional development, class-room walk through	Vasquez, Gilbert	8/10/2016	Visual evidence, Attendance sheets, visual confirmation.	5/25/2017 weekly
G2.B1.S1.A1 A309922	Implement reading strategies	Vasquez, Gilbert	8/10/2016	Documented AVID training will be ongoing throughout the school year planned in-service days.	5/25/2017 monthly
G2.B1.S1.A2 A309923	youth and Family services	Vasquez, Gilbert	8/10/2016	Student will improve attendance or show written evidence of excused absences	5/25/2017 weekly
G3.B1.S1.MA1 M317256	CLASS ROOM, DISTRICT, AND STATE TESTING WILL BE USED TO MONITOR PROGRESS	Vasquez, Gilbert	8/10/2016	DOCUMENTED DATA ON TEST REPORT SITES DAILY CLASS GRADES	5/25/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1  M317257	MONITOR TEACHERS LESSON PLANS AND USE OF GRADUAL RELEASE MODEL IN TEACHING WRITING STRATEGIES	Vasquez, Gilbert	8/10/2016	FEED BACK TO TEACHERS DOCUMENTED OBSERVATION	5/25/2017 weekly
G3.B1.S1.A1  A309926	TEACHERS WILL RECEIVE WRITING STRATEGY INSTRUCTIONS	Vasquez, Gilbert	8/10/2016	COMPLETION OF TRAINING WILL BE DOCUMENTED AND INSERVICE POINTS WILL BE EARNED	5/25/2017 quarterly
G4.B1.S1.MA1  M317261	EFFECTIVENESS WILL BE NOTED AND ANALYZED USING DATA FROM SEVERAL ASSESSMENT SERVICES	Vasquez, Gilbert	8/10/2016	DOCUMENTATION FOR EFFECTIVENESS WILL BE RECORDED ON MULTIPLE TESTING SITES. FCAT RESULTS	5/25/2017 weekly
G4.B1.S1.MA1  M317262	THE FOLLOWING WILL OCCUR TO ENSURE FIDELITY LESSON PLANS CHECKED WALK THROUGH DATA CHATS...	Vasquez, Gilbert	8/10/2016	DOCUMENTATION OF STUDENT SCHEDULE STUDENT CLASS ROOM GROUPING SCHEDULES ASSESSMENTS FOR PROGRESS MONITORING ATTENDANCE CHECK PROFESSIONAL OPPORTUNITY SHEETS	5/25/2017 weekly
G4.B1.S1.A1  A309928	INTERPRET PRETEST DATA AND DETERMINE APPROPRIATE GRADE LEVEL AND SMALL GROUPING. STUDENT WILL BE...		8/10/2016	EVIDENCE WILL BE DOCUMENTED IN LESSON PLANS AND CLASS GROUPS.	5/25/2017 daily
G2.B1.S2.MA1  M317251	Daily inspection of attendance. Outside agency follow up.	Vasquez, Gilbert	8/10/2015	Record keeping of attendance and home visits by school, Youth and Family and psychologist.	5/25/2017 weekly
G2.B1.S2.MA1  M317252	Attendance will be recorded and carefully monitored	Vasquez, Gilbert	8/10/2016	Attendance records will be kept and reviewed. Truant students will be discussed in weekly MTSS meeting.	5/25/2017 daily
G2.B1.S2.A1  A309924	After being notified by school of poor attendance, FI. Youth and Family representatives and school...	Vasquez, Gilbert	8/10/2016	documentation of notification and of home visit.	5/25/2017 biweekly

V. Professional Development Opportunities

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

G1. The number of students performing proficiently on their EOC science will increase from 0% to 5%

G1.B1 Below grade level reading proficiency,

G1.B1.S1 student will receive remedial reading classes

PD Opportunity 1

remedial reading

Facilitator

Pioneer Career Director

Participants

Teachers

Schedule

Weekly, from 8/10/2016 to 5/25/2017

G2. The percentage of students scoring Level 3 on the 2017 fsa reading will increase from 0% to 5%.

G2.B1 lack of rigor

G2.B1.S1 Insufficient rigor will be addressed using a variety of AVID strategies including Cornell notes and deep reading techniques. Students will work in small and differentiated groups.

PD Opportunity 1

Implement reading strategies

Facilitator

PCA Literacy Coach

Participants

All teachers

Schedule

Monthly, from 8/10/2016 to 5/25/2017

G3. FSA writing scores will rise to meet grade level standards from 0% to 5%

G3.B1 STUDENT'S UNTOWARD SOCIAL BEHAVIOR STUDENT TRUANCY NO CERTIFIED LANGUAGE ARTS TEACHER

G3.B1.S1 ALL TEACHERS WILL BE TRAINED IN WRITING STRATEGIES

PD Opportunity 1

TEACHERS WILL RECEIVE WRITING STRATEGY INSTRUCTIONS

Facilitator

GIL VASQUEZ

Participants

ALL PCA TEACHERS

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

G3.B1.S2 Teachers will be Fully ESOL endorsed

PD Opportunity 1

All certified teaching personnel will be ESOL endorsed by end of school year

Facilitator

State of Fl. sponsored curriculum on Internet

Participants

Pioneer Academy certified teaching personnel

Schedule

Annually, from 8/10/2015 to 5/16/2016

G4. Math scores will rise to meet grade level FROM 0% TO 5 %.

G4.B1 ENROLLING STUDENTS HAVE WEAK BACK-GROUND KNOWLEDGE OF SUBJECT WHEN ENTERING PCA.

G4.B1.S1 ENROLLING STUDENTS WILL BE PRE-TESTED. STUDENTS WILL BE PLACED IN PROPER PERFORMANCE LEVEL. STUDENTS WILL BE DIVIDED INTO SMALL GROUPS. STUDENTS WILL BE PLACED IN DIFFERENTIATED GROUPS. STUDENTS WILL RECEIVE DAILY REMEDIATION IN AREAS THEY ARE EXPERIENCING DIFFICULTY. LEADERSHIP WILL PROVIDE TEACHERS TRAINING OPP.

PD Opportunity 1

INTERPRET PRETEST DATA AND DETERMINE APPROPRIATE GRADE LEVEL AND SMALL GROUPING. STUDENT WILL BE REMEDIATED AT THE BEGINNING OF EACH CLASS PERIOD.

Facilitator

TEST ADMINISTRATOR

Participants

TEACHERS

Schedule

Daily, from 8/10/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	remedial reading	\$0.00
2	G2.B1.S1.A1	Implement reading strategies	\$0.00
3	G2.B1.S1.A2	youth and Family services	\$0.00
4	G2.B1.S2.A1	After being notified by school of poor attendance, FI. Youth and Family representatives and school psychologist will make visits to home for a well-ness check and to explain to parents consequences of students poor attendance.	\$0.00
5	G2.B2.S1.A1	Parents of students who become a truancy problem will be visited by Youth and Family. A pro-active plan will be put in place to assure student's attendance.	\$0.00
6	G3.B1.S1.A1	TEACHERS WILL RECEIVE WRITING STRATEGY INSTRUCTIONS	\$0.00
7	G3.B1.S2.A1	All certified teaching personnel will be ESOL endorsed by end of school year	\$0.00
8	G4.B1.S1.A1	INTERPRET PRETEST DATA AND DETERMINE APPROPRIATE GRADE LEVEL AND SMALL GROUPING. STUDENT WILL BE REMEDIATED AT THE BEGINNING OF EACH CLASS PERIOD.	\$0.00
Total:			\$0.00