Polk Pre Collegiate Academy

2017-18 Schoolwide Improvement Plan

Polk Pre Collegiate Academy

111 AVENUE R NE, Winter Haven, FL 33881

http://ppcacademy.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-10	No	23%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	38%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Polk Pre Collegiate Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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, Arts and Mathematics (STEAM) academics while offering an array of educational supports all within a small learning environment.

b. 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 Mathematics to meet the demands of local and global communities.

2. School Environment

a. 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. Lessons and projects are structured to expose students to others' cultures and beliefs. Classroom discussions and debates ensue to engage students and promote critical and analytical thinking.

PPCA's Administrator, Guidance Counselor and Dean are in constant communication with all students to become aware of their backgrounds, goals and needs. Additionally, students are offered diverse community service opportunities to explore and serve persons of other cultures.

PPCA has implemented and continued a school wide "Be the One" and "212 - The Extra Degree" initiatives. Throughout the campus, students are visually and verbally reminded of true character and the impact of one's countenance. Daily, the administrator sends motivational emails to PPCA families about teens and adults who have put the "extra degree" into initiatives to improve the lives of others. Having a positive learning environment where staff and students exhort one another creates a sense of belonging and value. Students are encouraged to perform outreach through community service projects to earn job experience and provide needed support to a variety of organizations.

b. 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. School staff communicates with local law enforcement to review emergency procedures and facility needs. Drills are practiced monthly to ensure students are educated in the importance of emergency procedures. A Safety Committee reports any concerns with facilities and 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 are given ownership of various initatives involving school spirit, fundraising and targeted community projects.

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. Students may also schedule appointments with staff for additional support. These are just a few examples of 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 "Be the One" was established in 2015-2016 and continues today. The theme was introduced last year and quickly became the personal goal of the student body. Students are consistently reminded to "Be the One" to make an impact in their school, home and community.

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.

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.

Discipline and procedures are discussed at each faculty meeting. Procedures may be revisited and adjusted based upon data and documentation of incidents.

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.

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 and continues 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.

Teachers use research-based teaching strategies to manage classroom behavior while earning the respect of students and enjoying happier, healthier relationships with students and their parents.

Administration personally visits with students to discuss their family life, current status and personal goals.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 online and in print form.

Students and parents sign a contract at the beginning of the school to pledge their support for the educational process.

Attendance is tracked each class period. Notifications are sent to parents informing them of their student's absence or tardy. After two unexcused absences, students are issued an attendance policy/ expectation letter,; 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 meets bimonthly to discuss interventions for students with excessive absences and the committee will take action as required. Attendance intervention includes teacher communication with parents/guardians, student/parent meetings with the guidance counselor and the development of an attendance contract outlining the interventions and consequences of not adhering to the contract.

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.
Due process is practiced to ensure a thorough investigation of incident facts.

Course failure in English or Mathematics during any grading period
-Students and parents are informed of the school's grading policy through the PPCA Student Handbook available online and in print form.
-Progress/grades are monitored daily by the instructional staff.
-Progress/grades are tracked weekly by administration and the guidance department.
-Interim reports are issued at mid-point of the grading period.
-Teachers communicate with students and parents regarding unsatisfactory progress to determine the cause of insufficient progress
-Administration and guidance counselor communicates with parents to schedule meetings to discuss concerns and interventions.
-Instructional support is provided by teachers before and after school.
-Additional web-based practice is provided to the student as needed.
-Administration conducts classroom observations to evaluate the students' learning environment, distractions, strengths, etc.
-Instructional teams develop strategies to assist the student and potentially improve their learning status.

Level 1 on state assessment(s)
-Students are assessed at the beginning of the school year using a web-based reading and math program
-Results are analyzed and used to create a learning plan for the student
-Students are grouped with higher level students who will challenge them to learn at a more advanced level
-Reading comprehension and writing strategies will be implemented and used for progress monitoring
-Cooperative learning strategies are utilized regularly in the classroom to improve the students' social and emotional skills

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

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	0	0	1	0	0	0	1

c. 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 identified by the early warning system include the following actions:

-Parent communication and meeting
-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
-Develop an attendance contract
-The school's attendance committee meets bimonthly to discuss interventions for students with excessive absences
-The committee will take action as required. Attendance intervention includes parent communication, meetings with the guidance counselor and the development of an attendance contract outlining the interventions and consequences of not adhering to the contract.
-Progress/grades are monitored daily by the instructional staff.
-Progress/grades are tracked weekly by administration and the guidance department.
-Teachers communicate with students and parents regarding unsatisfactory progress to determine the cause of insufficient progress
-Administration and guidance counselor communicates with parents to schedule meetings to discuss concerns and interventions.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

PPCA is not a Title I School, however, the school incorporates strategies to build parental engagement. Parental involvement targets include increasing parent engagement opportunities in the following areas:
1. Parents review their student's grades via Pinnacle/Parent Portal and Guidance Counselor schedules meetings as needed.
2. School hosts pre-opening parent/student informational 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.
7. Parents are invited to serve as governing board members to be an active participant in PPCA's success.

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.

PPCA's governing board is comprised of local business leaders 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 build and sustain 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.

PPCA volunteers undergo a background check in order to participate in school activities. The PPCA Volunteer Handbook and policies for involvement are made available to them once approved.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
CARVER, CATHY	Principal

b. Duties

1. 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 (Assistant Principal/Dean), Carrie Tapp (Guidance Counselor), Victoria Williams (9th Grade Instructor/Team Leader), Pamela Gervase (Technology/Math Instructor/10th Grade Instructor/team Leader) and Michelle Thompson (Science Instructor)

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 grade level team meetings for the teams to review their relevant sections of the SIP and submit feedback 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.

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.

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. Data is again reviewed during Data Day which is a Professional Development day providing opportunities 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 high school students during their regular instructional day.

Operating funds are reviewed monthly by the administrator and accountant. Financial reports are reviewed at each board meeting. Inventory controls are managed by administration, technology instructor and the school's accountant. Independent audits are conducted each year. To date, the school has had positive audits, having no corrective actions or inconsistencies.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	Parent
Burke Thompson	Parent
Henry Manson	Business/Community
Robert Roy	Parent
Larry Jackson	Business/Community
James Reuther	Business/Community
Jason Herzog	Business/Community
Shawn Sherrouse	Business/Community
Cotina Owens	Parent
Taylor Shook	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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 "working" 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. Each year, the board and charter principal discuss the SIP and the board approves the SIP.

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.

b. 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 board meetings, 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 and is scheduled for renewal during the 2018-2019 school year.

c. 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
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

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

School Improvement Funds:
1. PEG Writing $1,000
2. Certiport Microsoft Office Specialist Industry Certification $5,100
3. Math XL & MyMathLab $2,500
4. E-Texts (Anatomy & Physiology, Chemistry, U.S. History, Spanish) $4,000
5. Science Lab Materials $1,500
6. Mac Computers & Dell Laptops - Replenished as needed $6,000 per classroom
7. Faronics/Insight - Internet monitoring program

8. Unify - Progress monitoring assessment platform
9. Springboard Digital - $2,000
10. Miscellaneous

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
CARVER, CATHY	Principal
Williams, Victoria	Teacher, K-12
Tapp, Carrie	School Counselor
Butcher, Tracy	Teacher, K-12

b. Duties

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

The major initiatives of the LLT include: Implementation, instruction and assessment of Common Core Standards and Florida Standards; Continued use of Informative and Argumentative Writing Rubrics, analytical reading and writing, data analysis and instructional decisions, web-based program evaluations,and 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; (g) reading selections are reviewed by the committee and approved for instruction and student reading; (h) technologies are used a resource and tool for student development of writing skills.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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. Regular staff meetings to promote collegiality and program development

3. Professional development trainings on a local and national level

(ISTE, National and State Charter School Conferences, Google online, ASCD Conferences)

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

5. Recognize teachers for their outstanding work ethic and student performance results

6. Purposeful and meaningful professional development and training provided to teachers while respecting their

planning and personal time.

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

PPCA uses the following strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers.

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

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

The school's teacher mentoring program, including the rationale for pairing and planned mentoring activities include:

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 at least 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.

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.

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.

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.

PPCA uses data to provide and differentiate instruction to meet the diverse needs of students:

Data sources: Genesis, IDEAS, Pinnacle, teacher observation, teacher created assessments, PERT results, PSAT results, FSA and FCAT 2.0 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, administration and
guidance counselor to analyze student deficiencies.
4. Teachers, guidance counselor and administration review data and student behaviors to effectively address
student needs.
5. Study Hall allows supplemental instruction for students after school each day.
6. Resources for test prep are available on the school's website as well as print form.
7. Instruction is modified for disinfranchised students through oral examinations, retake opportunities for mastery,
1:1 tutoring opportunities

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: After School Program

Minutes added to school year: 0

Students are provided extended learning opportunity of a 50-minute 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 sign in and document the subjects worked on in study hall and the time spent on each subject.
Grades recorded in Pinnacle may be reflective of the extended learning strategy.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. 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 has also participated 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 Scholastic Report 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.

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.

Student academic and career planning are made available by the Guidance Counselor who works closely with each student to review their Student Scholastic Report (SSR). The SSR serves as a progress monitoring tool and communication tool. Standardized test results, grade reporting, attendance, etc. are documented on the form. Review sessions with low performing students are conducted by the Guidance Counselor and Principal at the end of first semester and the end of second semester. Parents are provided with a copy of the report as needed. 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 career exploration sessions and 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 Technical University to gain insight to their program. Through communications, Poly Technical has offered PPCA the opportunity to participate in STEM catapult competitions.

2. 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 Summary Report to track student grades, academic accomplishments, and career goals to ensure the program is meeting the students' needs.

Microsoft Office Specialist (MOS) Industry certifications are offered to all 10th grade students within the Finance and Business Technology course. Students successfully earn the certification after passing all three asssessments: Word, Power Point, Excel and Outlook. Successful completion of the course could also earn college credits for the students, if they choose the specific track applicable to the certifications.

3. 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 earn technology industry certifications through Certiport MOS Microsoft 2013
-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; subsequent testing opportunities are available to students who have

not passed the test.
-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.

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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.   100% of teachers and administration will continue to increase their professional development of Marzano protocols and elements as evidenced through observations of teacher instruction, student knowledge of Marzano terminology and student learning outcomes.

G2.   100% of all PPCA 10th grade students will achieve a 3.0 unweighted GPA as required for the PSC Collegiate High School/PSC AA Degree program as evidenced through quarterly interims and grade reports.

G3.   85% of all PPCA students will achieve mathematics learning gains, through higher order thinking and problem solving skills needed to meet the cognitive demands of state mandated assessments as evidenced through the FSA Mathematics assessment.

G4.   90% of all PPCA students will achieve ELA learning gains, through the integration of effective ELA strategies across all subject areas based on ELA Common Core/Florida Standards as evidenced through FSA ELA score reports.

G5.   90% of 10th grade students will pass the Post secondary Readiness Test (P.E.R.T.) to increase college and career readiness skills as evidenced through Polk State College PERT pass/fail report.

G6.   100% of 10th grade students will increase their College and Career Readiness through the successful completion of all MOS industry certification programs as evidenced through completion certificates.

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. 100% of teachers and administration will continue to increase their professional development of Marzano protocols and elements as evidenced through observations of teacher instruction, student knowledge of Marzano terminology and student learning outcomes. 1a

🔑 G098126

Targets Supported 1b

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marzano training videos; collegiality of sharing instructional strategies with teams, observation feedback reports, lesson plan training

Plan to Monitor Progress Toward G1. 8

Review lesson plans, instructional strategies used to deliver lessons, terminology written on board for students, terminology verbalized to students, Marzano iObservation reports, student outcomes

Person Responsible
CATHY CARVER

Schedule
Weekly, from 8/28/2017 to 5/23/2018

Evidence of Completion
Marzano observation feedback forms, terminology written on boards and verbalized with students, attendance at professional development workshops

G2. 100% of all PPCA 10th grade students will achieve a 3.0 unweighted GPA as required for the PSC Collegiate High School/PSC AA Degree program as evidenced through quarterly interims and grade reports. 1a

🔑 G098127

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	100.0

Targeted Barriers to Achieving the Goal 3

- The lack of academic support and/or resources at home.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Students are provided with online access to web-based programs and hardcopies of lessons as needed.
-

Plan to Monitor Progress Toward G2. 8

Student completion and data of coursework and grades will be monitored through Pinnacle, Math XL, PEG and other programs.

Person Responsible

CATHY CARVER

Schedule

Weekly, from 8/11/2017 to 5/23/2018

Evidence of Completion

Grade sheets and web-based program reports will be analyzed by individual teachers to determine the level of student progress. Accumulative GPA will be reviewed to ensure the students are on track for the 3.0 unweighted GPA.

Plan to Monitor Progress Toward G2. 8

Conduct regular observations, using the Marzano protocols, to ensure effective teaching strategies are appropriately employed.

Person Responsible

CATHY CARVER

Schedule

Weekly, from 8/11/2017 to 5/23/2018

Evidence of Completion

Student samples, observation reports, student engagement and assessment results.

Plan to Monitor Progress Toward G2. 8

Composition of teacher assessments will be reviewed and feedback offered as needed to ensure assessments are being delivered at the appropriate target level. The web-based program Unify will be introduced to teachers for use in developing and monitoring student progress.

Person Responsible
CATHY CARVER

Schedule
Monthly, from 8/11/2017 to 5/20/2018

Evidence of Completion
Evidence will include teacher assessments and student outcomes. Outcomes will be analyzed to track progress, examine test irregularities, student comprehension of content.

G3. 85% of all PPCA students will achieve mathematics learning gains, through higher order thinking and problem solving skills needed to meet the cognitive demands of state mandated assessments as evidenced through the FSA Mathematics assessment. 1a

🔑 G098128

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0
Algebra I EOC Level 4	75.0
Geometry EOC Pass Rate	100.0
Algebra II EOC Pass Rate	100.0
Math Lowest 25% Gains	85.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 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)

- Kahn Academy

- Varsity Tutors

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

CATHY CARVER

Schedule

Every 3 Weeks, from 8/11/2017 to 5/23/2018

Evidence of Completion

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

G4. 90% of all PPCA students will achieve ELA learning gains, through the integration of effective ELA strategies across all subject areas based on ELA Common Core/Florida Standards as evidenced through FSA ELA score reports. 1a

🔑 G098129

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	100.0
ELA/Reading Gains	100.0
ELA/Reading Lowest 25% Gains	90.0

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. Areas of Craft and Structure and Integration of Knowledge and Ideas are areas of weakness.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marzano Learning Sciences Effective Strategies

- 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

- Common Lit

- PEG

- Khan Academy

- Varsity Tutors

- Kagan Cooperative Learning Secondary ELA Strategies

Plan to Monitor Progress Toward G4. 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
Every 3 Weeks, from 8/21/2017 to 5/23/2018

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

G5. 90% of 10th grade students will pass the Post secondary Readiness Test (P.E.R.T.) to increase college and career readiness skills as evidenced through Polk State College PERT pass/fail report. `1a`

🔍 G098130

Targets Supported `1b`

Indicator	Annual Target
College Readiness Reading	100.0
College Readiness Mathematics	100.0

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).

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Math XL

- PEG Writing

- CPalms

- College Test Prep Materials

- Marzano Learning Sciences Strategies

- After School Extended Learning

- Kahn Academy

- Laptop Computers - one to one student ratio

- Parent Resource Nights

- Research-based Reading Strategies

- Varsity Tutors

- Khan Academy

- Kagan Cooperative Secondary ELA and Math Learning Strategies

Plan to Monitor Progress Toward G5. `8`

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

Person Responsible
Carrie Tapp

Schedule
Semiannually, from 8/11/2017 to 5/23/2018

Evidence of Completion
PracticeTest Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Scholastic Reports

G6. 100% of 10th grade students will increase their College and Career Readiness through the successful completion of all MOS industry certification programs as evidenced through completion certificates. 1a

🔍 G098131

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Students have had limited access to integrated Microsoft Office 2013 activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ST4T Technology?? Conference and Professional Development

- Laptop Computers - one to one student ratio; loan program if a computer is unavailable at home.

- CPALMS

- Online Texts and activities

- Teach Tech Conference and Professional Development

- Marzano Learning Sciences Effective Instructional Strategies

- Extended Learning Hours

- Interactive notebooks

- Study Hall - Extra time to complete assignments; watch tutorials; seek teacher assistance

- Kagan Cooperative Learning Secondary Level Math Strategies

Plan to Monitor Progress Toward G6. 8

Progress will be monitored using student artifacts, certification practice tests, grade reporting, competition entries and results

Person Responsible
CATHY CARVER

Schedule
Monthly, from 8/21/2017 to 5/23/2018

Evidence of Completion
Student artifacts, student grades, teacher lesson plans, iObservation of classroom activities and instruction

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

G2. 100% of all PPCA 10th grade students will achieve a 3.0 unweighted GPA as required for the PSC Collegiate High School/PSC AA Degree program as evidenced through quarterly interims and grade reports. `1`

🔑 G098127

G2.B1 The lack of academic support and/or resources at home. `2`

🔑 B263943

G2.B1.S1 Provide students with online and hard copy resources to use at home. `4`

🔑 S279576

Strategy Rationale

Students can access online tutorials to gain better understanding of content. Students can use hardcopy resources if internet access is unavailable at home.

Action Step 1 `5`

Monitor student progress through Pinnacle, teacher observation and administration observations of student engagement.

Person Responsible

CATHY CARVER

Schedule

Weekly, from 8/11/2017 to 5/20/2018

Evidence of Completion

Grade sheets indicating completion of coursework.

G3. 85% of all PPCA students will achieve mathematics learning gains, through higher order thinking and problem solving skills needed to meet the cognitive demands of state mandated assessments as evidenced through the FSA Mathematics assessment. 1

🔑 G098128

G3.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

🔑 B263946

G3.B1.S1 In order to increase student math proficiency, teachers will use Marzano Learning Sciences strategies, accompanied by online texts and resources, to deliver instruction based on Math Common Core/Florida Standards. 4

🔑 S279578

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 continue 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

Daily, from 8/11/2017 to 5/23/2018

Evidence of Completion

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

Action Step 2 `5`

Examine teacher pre/mid/post assessment development, delivery method and student results

Person Responsible

CATHY CARVER

Schedule

Weekly, from 8/11/2017 to 5/23/2018

Evidence of Completion

Teacher created assessments,mid-year assessments, progress monitoring, student outcomes

Action Step 3 `5`

Teachers will implement Kagan Secondary Level Cooperative Learning Strategies to enhance instruction based on Math Common Core/Florida Standards in order to increase student proficiency.

Person Responsible

CATHY CARVER

Schedule

Monthly, from 8/11/2017 to 5/23/2018

Evidence of Completion

Evidence will include teacher observation report, student engagement during the observation, student samples

Plan to Monitor Fidelity of Implementation of G3.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

Every 3 Weeks, from 8/18/2017 to 5/23/2018

Evidence of Completion

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

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

Review student performance data and ensure implementation of Kagan Secondary Level Cooperative Learning Strategies used to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.

Person Responsible

CATHY CARVER

Schedule

Monthly, from 8/11/2017 to 5/23/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.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

Every 3 Weeks, from 8/18/2017 to 5/23/2018

Evidence of Completion

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

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

Review student performance data and ensure implementation of Kagan Secondary Level Cooperative Learning Strategies used to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.

Person Responsible

Cathy Carver

Schedule

Daily, from 8/11/2017 to 5/23/2018

Evidence of Completion

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

G4. 90% of all PPCA students will achieve ELA learning gains, through the integration of effective ELA strategies across all subject areas based on ELA Common Core/Florida Standards as evidenced through FSA ELA score reports. 1

🔑 G098129

G4.B1 Students are not yet proficient in higher order thinking skills to meet the rigorous demands of the ELA Common Core/Florida Standards. Areas of Craft and Structure and Integration of Knowledge and Ideas are areas of weakness. 2

🔑 B263947

G4.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

🔑 S279579

Strategy Rationale

Because PPCA students have not yet met proficiency levels to fully 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 professional development opportunities to engage in the effective use of ELA strategies, including developing interactive lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Person Responsible

CATHY CARVER

Schedule

Daily, from 8/11/2017 to 5/23/2018

Evidence of Completion

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

Action Step 2 `5`

Teachers will implement Kagan Secondary Level Cooperative Learning Strategies to engage in the effective use of ELA strategies, including developing interactive lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Person Responsible

CATHY CARVER

Schedule

Daily, from 8/11/2017 to 5/23/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.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

Weekly, from 8/11/2017 to 5/23/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.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

Weekly, from 8/21/2017 to 5/23/2018

Evidence of Completion

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

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

Review teacher performance data from I-Observation to ensure implementation of ELA strategies, including developing and delivering engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Person Responsible

CATHY CARVER

Schedule

Daily, from 8/11/2017 to 5/23/2018

Evidence of Completion

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

G5. 90% of 10th grade students will pass the Post secondary Readiness Test (P.E.R.T.) to increase college and career readiness skills as evidenced through Polk State College PERT pass/fail report. 1

🔑 G098130

G5.B1 Students are not yet proficient in higher order thinking skills to meet the cognitive demands of the Post secondary Readiness Test (PERT). 2

🔑 B263948

G5.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

🔑 S279580

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 8/11/2017 to 5/23/2018

Evidence of Completion

Practice Test Results, Student Scholastic Reports, Guidance Counselor Data Chart, Varsity Tutors Progress Monitoring, Kahn Academy

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

Annually, from 10/10/2017 to 1/18/2018

Evidence of Completion

Attendance Sheets, Instructional PowerPoint and Handouts posted on School Website

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Guidance Counselor will monitor and chart practice test results and consult with teachers regarding results and possible interventions needed.

Person Responsible

Carrie Tapp

Schedule

Quarterly, from 9/15/2017 to 5/4/2018

Evidence of Completion

Student Test Results, Student Scholastic Reports, Guidance Counselor Data Charts, Varsity Tutors Progress Monitoring

Plan to Monitor Effectiveness of Implementation of G5.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 10/13/2017 to 5/23/2018

Evidence of Completion

Practice Test Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Scholastic Report, Varsity Tutors Progress Monitoring

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Practice materials and tests will be provided during Study Hall to allow students additional opportunties for test prep. Guidance counselor will communicate the plan for testing and explain cut scores to students.

Person Responsible

Carrie Tapp

Schedule

Monthly, from 8/11/2017 to 5/23/2018

Evidence of Completion

Study Hall attendance sheets that indicate work done by the students. Student progress in Varsity Tutors and Khan Academy will be reviewed. Results from the web-based tutorial programs and practice tests will be analyzed to determine areas of need.

G6. 100% of 10th grade students will increase their College and Career Readiness through the successful completion of all MOS industry certification programs as evidenced through completion certificates. 1

🔑 G098131

G6.B1 Students have had limited access to integrated Microsoft Office 2013 activities. 2

🔑 B263949

G6.B1.S1 PPCA administration and staff will provide students with consistent opportunities to incorporate technology certification skills in all core subject and elective classes. 4

🔑 S279581

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 office technology skills. Real-life simulations will equip students with skills needed for future career opportunities.

Action Step 1 5

All business industry certification students will be required to participate in Applied Discovery Projects, with the opportunity for competition selection.

Person Responsible

Pam Gervase

Schedule

Annually, from 8/21/2017 to 5/23/2018

Evidence of Completion

Student samples of Applied Discovery Projects will be collected as evidence of the activity.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Student progress toward industry certification will be tracked by teacher's use of practice exams, grade reporting program and student artifacts.

Person Responsible

Pam Gervase

Schedule

Biweekly, from 8/21/2017 to 5/23/2018

Evidence of Completion

Student achievement certificates, practice exams, student artifacts, projects and competitions, lesson plans and iObservation results

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Students will participate in four industry certification examinations: Word, Excel, Outlook and PowerPoint

Person Responsible

Pam Gervase

Schedule

Monthly, from 8/21/2017 to 5/23/2018

Evidence of Completion

Student certification practice exams, certification exam results, successful completion certificates, lesson plans, iObservation

G6.B1.S2 Study Hall will be available to students needed additional assistance and/or accessibility to laptop computers and Microsoft Office 2013. `4`

🔍 S279582

Strategy Rationale

Students are provided with 1:1 student/computer ratio and academic support for success.

> Action Step(s) Missing for Goal #6, Barrier #1, Strategy #2
> Complete one or more action steps for this Strategy or de-select it

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G5.B1.S1.A2 🔍 A376807	PPCA will host a mandatory Parent Night for each grade level to provide information and resources...	Tapp, Carrie	10/10/2017	Attendance Sheets, Instructional PowerPoint and Handouts posted on School Website	1/18/2018 annually
G5.B1.S1.MA1 🔍 M407675	Guidance Counselor will monitor and chart practice test results and consult with teachers regarding...	Tapp, Carrie	9/15/2017	Student Test Results, Student Scholastic Reports, Guidance Counselor Data Charts, Varsity Tutors Progress Monitoring	5/4/2018 quarterly
G2.MA3 🔍 M407663	Composition of teacher assessments will be reviewed and feedback offered as needed to ensure...	CARVER, CATHY	8/11/2017	Evidence will include teacher assessments and student outcomes. Outcomes will be analyzed to track progress, examine test irregularities, student comprehension of content.	5/20/2018 monthly
G2.B1.S1.A1 🔍 A376800	Monitor student progress through Pinnacle, teacher observation and administration observations of...	CARVER, CATHY	8/11/2017	Grade sheets indicating completion of coursework.	5/20/2018 weekly
G2.MA1 🔍 M407661	Student completion and data of coursework and grades will be monitored through Pinnacle, Math XL,...	CARVER, CATHY	8/11/2017	Grade sheets and web-based program reports will be analyzed by individual teachers to determine the level of student progress. Accumulative GPA will be reviewed to ensure the students are on track for the 3.0 unweighted GPA.	5/23/2018 weekly
G2.MA2 🔍 M407662	Conduct regular observations, using the Marzano protocols, to ensure effective teaching strategies...	CARVER, CATHY	8/11/2017	Student samples, observation reports, student engagement and assessment results.	5/23/2018 weekly
G3.MA1 🔍 M407668	- Internal Assessment Data Reports via pre/mid/post tests - IDEAS and Genesis Data Analysis...	CARVER, CATHY	8/11/2017	Data from I-Observation, individual teacher lesson plans, Pinnacle, Student Scholastic Reports, Internal Assessment Data Reports via progress monitoring (pre/mid/post tests), IDEAS and Genesis Data Analysis Reports, Standardized and EOC Test Results	5/23/2018 every-3-weeks
G4.MA1 🔍 M407672	- Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests) - IDEAS and...	CARVER, CATHY	8/21/2017	I-Observation Data, Lesson Plans, Pinnacle, Student Scholastic Reports, Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests), IDEAS and Genesis Data Analysis Reports, and Florida Standards Assessment	5/23/2018 every-3-weeks
G5.MA1 🔍 M407676	Guidance counselor will track progress by comparing College Entrance Practice Test scores to PERT...	Tapp, Carrie	8/11/2017	PracticeTest Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Scholastic Reports	5/23/2018 semiannually
G6.MA1 🔍 M407679	Progress will be monitored using student artifacts, certification practice tests, grade reporting,...	CARVER, CATHY	8/21/2017	Student artifacts, student grades, teacher lesson plans, iObservation of classroom activities and instruction	5/23/2018 monthly
G3.B1.S1.MA1 🔍 M407664	Review student performance data and ensure implementation of Marzano Learning Sciences strategies...	CARVER, CATHY	8/18/2017	Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Summary Reports, Progress monitoring (pre/mid/post tests) and student artifacts.	5/23/2018 every-3-weeks
G3.B1.S1.MA4 🔍 M407665	Review student performance data and ensure implementation of Kagan Secondary Level Cooperative...	Carver, Cathy	8/11/2017	Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Summary Reports, Progress monitoring (pre/mid/post tests) and student artifacts.	5/23/2018 daily
G3.B1.S1.MA1 🔍 M407666	Review student performance data and ensure implementation of Marzano Learning Sciences strategies...	CARVER, CATHY	8/18/2017	Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Scholastic	5/23/2018 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Summaries, Progress monitoring (pre/mid/post tests) and student artifacts.	
G3.B1.S1.MA3 M407667	Review student performance data and ensure implementation of Kagan Secondary Level Cooperative...	CARVER, CATHY	8/11/2017	Data from I-Observation, individual teacher lesson plans, Pinnacle, Progress monitoring (pre/mid/post tests) and student artifacts.	5/23/2018 monthly
G3.B1.S1.A1 A376801	Teachers will continue Marzano Learning Sciences strategies to deliver instruction based on Math...	CARVER, CATHY	8/11/2017	Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Scholastic Record, and student artifacts.	5/23/2018 daily
G3.B1.S1.A2 A376802	Examine teacher pre/mid/post assessment development, delivery method and student results	CARVER, CATHY	8/11/2017	Teacher created assessments,mid-year assessments, progress monitoring, student outcomes	5/23/2018 weekly
G3.B1.S1.A3 A376803	Teachers will implement Kagan Secondary Level Cooperative Learning Strategies to enhance...	CARVER, CATHY	8/11/2017	Evidence will include teacher observation report, student engagement during the observation, student samples	5/23/2018 monthly
G4.B1.S1.MA1 M407669	Review student performance data and ensure implementation of ELA strategies, including developing...	CARVER, CATHY	8/21/2017	I-Observation Data, lesson plans, Pinnacle, Genesis, Student Scholastic Reports, student artifacts, and Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests)	5/23/2018 weekly
G4.B1.S1.MA3 M407670	Review teacher performance data from I-Observation to ensure implementation of ELA strategies,...	CARVER, CATHY	8/11/2017	I-Observation Data, lesson plans, student artifacts, and Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests)	5/23/2018 daily
G4.B1.S1.MA1 M407671	Review student performance data and ensure implementation of ELA strategies, including developing...	CARVER, CATHY	8/11/2017	I-Observation Data, Lesson Plans, Pinnacle, Genesis, Student Scholastic Reports, and Student Artifacts	5/23/2018 weekly
G4.B1.S1.A1 A376804	Teachers will implement knowledge from ELA, STEM and professional development opportunities to...	CARVER, CATHY	8/11/2017	I-Observation Data, Lesson Plans, Pinnacle, Genesis, Student Scholastic Reports, and Student Artifacts	5/23/2018 daily
G4.B1.S1.A2 A376805	Teachers will implement Kagan Secondary Level Cooperative Learning Strategies to engage in the...	CARVER, CATHY	8/11/2017	I-Observation Data, Lesson Plans, Pinnacle, Genesis, Student Scholastic Reports, and Student Artifacts	5/23/2018 daily
G5.B1.S1.MA1 M407673	Practice Test results will be compared to PERT Cut Scores. Progress will be tracked and analyzed to...	Tapp, Carrie	10/13/2017	Practice Test Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Scholastic Report, Varsity Tutors Progress Monitoring	5/23/2018 semiannually
G5.B1.S1.MA3 M407674	Practice materials and tests will be provided during Study Hall to allow students additional...	Tapp, Carrie	8/11/2017	Study Hall attendance sheets that indicate work done by the students. Student progress in Varsity Tutors and Khan Academy will be reviewed. Results from the web-based tutorial programs and practice tests will be analyzed to determine areas of need.	5/23/2018 monthly
G5.B1.S1.A1 A376806	Students will take a minimum of two college entrance practice tests prior to taking the PERT...	Tapp, Carrie	8/11/2017	Practice Test Results, Student Scholastic Reports, Guidance Counselor Data Chart, Varsity Tutors Progress Monitoring, Kahn Academy	5/23/2018 semiannually
G6.B1.S1.MA1 M407677	Students will participate in four industry certification examinations: Word, Excel, Outlook and...	Gervase, Pam	8/21/2017	Student certification practice exams, certification exam results, successful completion certificates, lesson plans, iObservation	5/23/2018 monthly
G6.B1.S1.MA1 M407678	Student progress toward industry certification will be tracked by teacher's use of practice exams,...	Gervase, Pam	8/21/2017	Student achievement certificates, practice exams, student artifacts, projects and competitions, lesson plans and iObservation results	5/23/2018 biweekly
G6.B1.S1.A1 A376808	All business industry certification students will be required to participate in Applied Discovery...	Gervase, Pam	8/21/2017	Student samples of Applied Discovery Projects will be collected as evidence of the activity.	5/23/2018 annually

V. Professional Development Opportunities

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

G3. 85% of all PPCA students will achieve mathematics learning gains, through higher order thinking and problem solving skills needed to meet the cognitive demands of state mandated assessments as evidenced through the FSA Mathematics assessment.

G3.B1 Students are not yet proficient in higher order thinking skills needed to meet the cognitive demands of the Math Common Core/Florida Standards.

G3.B1.S1 In order to increase student math proficiency, teachers will use Marzano Learning Sciences strategies, accompanied by online texts and resources, to deliver instruction based on Math Common Core/Florida Standards.

PD Opportunity 1

Teachers will continue 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 Instructors, Guidance Counselor, all students

Schedule

Daily, from 8/11/2017 to 5/23/2018

G4. 90% of all PPCA students will achieve ELA learning gains, through the integration of effective ELA strategies across all subject areas based on ELA Common Core/Florida Standards as evidenced through FSA ELA score reports.

G4.B1 Students are not yet proficient in higher order thinking skills to meet the rigorous demands of the ELA Common Core/Florida Standards. Areas of Craft and Structure and Integration of Knowledge and Ideas are areas of weakness.

G4.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 professional development opportunities to engage in the effective use of ELA strategies, including developing interactive lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Facilitator

Cathy Carver

Participants

All PPCA Staff

Schedule

Daily, from 8/11/2017 to 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G2.B1.S1.A1	Monitor student progress through Pinnacle, teacher observation and administration observations of student engagement.	$0.00
2	G3.B1.S1.A1	Teachers will continue Marzano Learning Sciences strategies to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.	$0.00
3	G3.B1.S1.A2	Examine teacher pre/mid/post assessment development, delivery method and student results	$0.00
4	G3.B1.S1.A3	Teachers will implement Kagan Secondary Level Cooperative Learning Strategies to enhance instruction based on Math Common Core/Florida Standards in order to increase student proficiency.	$0.00
5	G4.B1.S1.A1	Teachers will implement knowledge from ELA, STEM and professional development opportunities to engage in the effective use of ELA strategies, including developing interactive lesson plans with a focus on rigor, higher order questioning, and critical thinking.	$0.00
6	G4.B1.S1.A2	Teachers will implement Kagan Secondary Level Cooperative Learning Strategies to engage in the effective use of ELA strategies, including developing interactive lesson plans with a focus on rigor, higher order questioning, and critical thinking.	$0.00
7	G5.B1.S1.A1	Students will take a minimum of two college entrance practice tests prior to taking the PERT assessment.	$0.00
8	G5.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.	$0.00
9	G6.B1.S1.A1	All business industry certification students will be required to participate in Applied Discovery Projects, with the opportunity for competition selection.	$0.00
		Total:	$0.00