

Polk County Public Schools

# Polk Pre Collegiate Academy



2018-19 Schoolwide Improvement Plan

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## 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-10	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	41%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

### School Board Approval

N/A

### SIP Authority

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>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Mission Statement: Polk Pre-Collegiate Academy (PPCA) is committed to providing every student with challenging learning opportunities and academic support that motivates and empowers them to achieve college and career readiness through a rigorous STEAM program set within a small and safe learning environment.

#### Provide the school's vision statement.

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

### School Leadership Team

#### Membership

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

Name	Title
CARVER, CATHY	Principal
Gervase, Pam	Teacher, K-12
Williams, Victoria	Teacher, K-12
Thompson, Michelle	Teacher, K-12
Thompson, Auburn	Teacher, K-12
Tapp, Carrie	School Counselor
Sawyer, Brian	Assistant Principal

#### Duties

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

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

The Leadership Team coordinates school efforts with the 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 past and current performance levels, and school wide initiatives.

Team Leaders schedule grade level meetings for staff to review their relevant sections of the SIP and

submit feedback to the School Leadership Team. The Leadership Team assesses the School Grade Level Teams' reports and communicates the SIP's progress to the staff and discusses appropriate interventions. The school is a community of collaborators working to make informed, research-based decisions.

## Early Warning Systems

### Year 2017-18

#### 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	0	0	0	0	0	0	
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	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	0	0	0	0	0	

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected

Wednesday 7/11/2018

### Year 2016-17 - As Reported

#### 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	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

#### Year 2016-17 - Updated

##### 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	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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

The data component indicating the lowest performance is the number of students scoring Level 1 or Level 2 on the FSA and NGSSS state mandated assessments. This has been a trend over the past two years.

#### Which data component showed the greatest decline from prior year?

Students failing one or more courses AND attendance below 90%.  
Course failures are three students which is an increase from previous years.  
Interventions implemented were not used by the students.

#### Which data component had the biggest gap when compared to the state average?

The state averages fall below the score results of Polk Pre-Collegiate Academy.

#### Which data component showed the most improvement? Is this a trend?

ELA and Math scores were both consistent with high percentages of proficiency.  
Gains in both overall and the lowest 25% resulted in both areas were higher than in the past.  
ELA Gains:79% Lowest 25%: 72% Math Gains:68% Lowest 25%: 0

**Describe the actions or changes that led to the improvement in this area.**

Actions leading to improvement in overall gains and lowest 25% gains are a result of the use of research-based instructional practices. Students are also provided with opportunities of additional teacher support time through study hall, five days per week. Grading scales provide guidelines for course expectations in order to achieve mastery of subject area content.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	90%	46%	56%	90%	44%	52%
ELA Learning Gains	79%	47%	53%	67%	45%	46%
ELA Lowest 25th Percentile	72%	39%	44%	56%	37%	38%
Math Achievement	81%	44%	51%	81%	32%	43%
Math Learning Gains	68%	42%	48%	46%	31%	39%
Math Lowest 25th Percentile	0%	38%	45%	63%	35%	38%
Science Achievement	98%	65%	67%	96%	54%	65%
Social Studies Achievement	83%	63%	71%	94%	64%	69%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)		Total
	9	10	
Attendance below 90 percent	0 (3)	0 (2)	0 (5)
One or more suspensions	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (2)	0 (1)	0 (3)
Level 1 on statewide assessment	0 (2)	0 (1)	0 (3)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	96%	43%	53%	53%	43%
	2017	81%	43%	38%	52%	29%
Same Grade Comparison		15%				
Cohort Comparison						
10	2018	85%	42%	43%	53%	32%
	2017	98%	40%	58%	50%	48%
Same Grade Comparison		-13%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	98%	59%	39%	65%	33%
2017	88%	51%	37%	63%	25%
Compare		10%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	83%	57%	26%	68%	15%
2017	96%	56%	40%	67%	29%
Compare		-13%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	60%	-60%	62%	-62%
2017	71%	43%	28%	60%	11%
Compare		-71%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	41%	41%	56%	26%
2017	79%	34%	45%	53%	26%
Compare		3%			

### Subgroup Data



2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	84	68	70				100				
WHT	92	81	67	82	71		96	89			
FRL	71	68	54				92	69			
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	50	33		45	45						
HSP	84	74		78	47			91			
WHT	93	70	83	88	49	71	98	100			
FRL	71	71	63	67	54	55	57	88			

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
<b>Title</b>	EWS Data: Attendance/Failing Grades
<b>Rationale</b>	Early warning signs of poor attendance and failing grades require the enforcement of instructional interventions and support for student success.
<b>Intended Outcome</b>	Increased communication between all stakeholders will result in the prevention of intensive interventions and the development of a Student Academic Plan. Stakeholders: Student, parent, teacher, guidance counselor and administration If intensive interventions are needed, however, communication and student progress will improve. Evidence will include monitoring of attendance and grade correlation as well as conference/Student Academic Plan documentation.
<b>Point Person</b>	Carrie Tapp (carrie.tapp@ppcacademy.net)
Action Step	
<b>Description</b>	<p>Actions steps:</p> <ol style="list-style-type: none"> <li>1. Inform staff about recognizing early warning signs and procedures for implementing necessary interventions</li> <li>2. Identify early warning signs of student needs</li> <li>3. Monitor and analyze data: informal and formal</li> <li>4. Teacher communicates with parent and student. Documentation.</li> </ol> <p>Subsequent steps if additional interventions are needed to improve engagement and progress.</p> <ol style="list-style-type: none"> <li>5. Teacher communicates with Guidance Counselor. Counselor meets with student. Documentation.</li> <li>6. Counselor initiates a Student Academic Plan with the student. Documentation.</li> <li>7. Counselor contacts parent about the Academic Plan. Documentation.</li> <li>8. Administration, counselor, parent and student meet regularly to review plan and update if needed. Documentation.</li> </ol>
<b>Person Responsible</b>	Carrie Tapp (carrie.tapp@ppcacademy.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>Plan to monitor the effectiveness of the improvement strategy will consist of:</p> <ol style="list-style-type: none"> <li>1. Teacher and student monitors student attendance, behavior/engagement and grades. Documentation of discussion in Focus.</li> <li>2. Guidance Counselor will monitor grades weekly and communicate with teacher. Documentation of discussion.</li> <li>3. Parent meetings with school staff will be documented.</li> </ol>
<b>Person Responsible</b>	Carrie Tapp (carrie.tapp@ppcacademy.net)

Activity #2	
<b>Title</b>	Industry Certification Success Rate
<b>Rationale</b>	Increase the future-ready, college and career readiness, of 10th grade students through additional support for passing the MOS Industry Certification. Pass rate for 17-18 was 84%.
<b>Intended Outcome</b>	100% of all 10th grade students taking Finance and Business Industry will become certified in Certiport Microsoft Office Specialist (MOS) in 2018-2019.
<b>Point Person</b>	Pam Gervase (pamela.gervase@ppcacademy.net)
Action Step	
<b>Description</b>	<p>Increase opportunities for practice prior to taking the certification assessment through the initiation of a computer loaning program. Students use class time to practice, however; for those that are struggling and or absent the only additional time to practice is study hall, after school and/or at home. Most students do not have Microsoft 2016 so are not able to practice at home. Through the initiation of a computer loan program, these students may be more successful.</p> <p>Restructure testing calendar to allow more assessment days throughout the calendar year.</p>
<b>Person Responsible</b>	Pam Gervase (pamela.gervase@ppcacademy.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Formative assessment results will be monitored for proficiency and necessary interventions.
<b>Person Responsible</b>	Pam Gervase (pamela.gervase@ppcacademy.net)

Activity #3	
<b>Title</b>	Staff Restructure and Support
<b>Rationale</b>	Our small PPCA staff was impacted by a change in staffing structure. Four new teachers were contracted to fill vacant positions. To continue high-level learning and student proficiency, teachers must receive continuous instructional support from administration and colleagues.
<b>Intended Outcome</b>	Teachers will feel supported and students will receive effective teaching and resources. PPCA will continue to achieve scores above state and district averages.
<b>Point Person</b>	CATHY CARVER (cathy.carver@ppcacademy.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Meet weekly with new staff to discuss classroom/instructional needs.</li> <li>2. Conduct classroom walkthrough visits weekly.</li> <li>3. Pair new teachers with PPCA staff for additional support.</li> <li>4. Review lesson plans.</li> </ol>
<b>Person Responsible</b>	Cathy Carver (larry.jackson@emerson.com)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Meet weekly with new staff to discuss classroom/instructional needs.</li> <li>2. Conduct classroom walkthrough visits weekly</li> <li>3. Ongoing informal discussions.</li> <li>4. Review lesson plans.</li> </ol>
<b>Person Responsible</b>	[no one identified]

Activity #4	
<b>Title</b>	Innovation
<b>Rationale</b>	Designate two PPCA Leadership Team members to be the "Innovative" Leadership Team (ILT). The ILT will develop programs and inniatives that reinforce PPCA's STEM-focused structure.
<b>Intended Outcome</b>	The ILT will help provide students with opportunities to take STEM courses as well as become participants in innovative competitions.
<b>Point Person</b>	[no one identified]
Action Step	
<b>Description</b>	Ignite student ownership and interest in STEM by incorporating self-directed research projects into course structure. Recruit business partners to support innovative, project-based learning through mentorship, resource development and STEM career exploration.
<b>Person Responsible</b>	Auburn Thompson (auburn.thompson@ppcacademy.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Monitor effectiveness of self-directed research through informal discussions, data checks, project quality evaluation.
<b>Person Responsible</b>	Michelle Thompson (michelle.thompson@ppcacademy.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

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 Focus/Parent Portal; Guidance Counselor schedules meetings as needed.
2. School hosts pre-enrollment 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, educational trips and student career development projects.
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.

#### **PFEF Link**

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

#### **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 "Be the One" 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.

#### **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 Summary 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.

**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.

**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 Summary 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.

**Part V: Budget**

**Total:**

**\$0.00**