

Hardee County Schools

Pioneer Career Academy



2018-19 Schoolwide Improvement Plan

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Pioneer Career Academy

200 S FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/pioneer_career

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Hardee County School Board on 10/11/2018.

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.

"Provide all students a high-quality education in a nurturing and creative environment to develop responsible citizens".

Provide the school's vision statement.

"Empower and inspire all students for success".

School Leadership Team

Membership

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

Name	Title
Gustinger, Karen	Principal

Duties

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

As Principal/Director of Pioneer Career Academy (PCA), I have a foundational role in leading and developing the instructional team members' focus and efforts to exploit their capabilities. For the instructional team members to be able to develop individual capacity, they need guidance on their roles, responsibilities, effective meetings, and understanding change and its overall impact on the learning environment. The job of finding ways to improve instruction and to better meet students' overall needs then rests with, me, the Principal/Director. The instructional team, led by the Principal/Director, shares responsibility for a cycle of continuous improvement and academic growth in the classroom, an in-depth understanding of the school's climate and culture, and for recognizing barriers and correctional actions and accommodations specific to each individual student. Instructional team members, directed by the Principal/Director, collect data through student performance indicators, classroom observations of teacher practice, and teaching artifacts and to mutually share and continuously consider the next steps to school-wide improvement.

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	1	2	3	3	1	2	0	12
One or more suspensions	0	0	0	0	0	0	1	2	3	3	1	2	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	3	3	1	2	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	2	3	1	2	0	9

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	1	2	3	3	1	2	0	12

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	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	0	2	2	0	2	0	7

Date this data was collected

Monday 7/30/2018

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	6	1	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	5	2	0	1	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	5	2	0	1	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	5	2	0	1	0	8

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	5	2	0	1	0	8

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	6	1	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	5	2	0	1	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	5	2	0	1	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	5	2	0	1	0	8

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	5	2	0	1	0	8

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?

District Science Achievement dropped from 50% in 2017 to 46% in 2018. This is a 4 percentage point decrease and an 8% drop in students scoring at or above proficient.

Which data component showed the greatest decline from prior year?

District Science Achievement dropped from 50% in 2017 to 46% in 2018. This is a 4 percentage point decrease and an 8% drop in students scoring at or above proficient.

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

Science Achievement
In 2017, the District was 15 percentage points lower than the State while in 2018 the District was 21 percentage points lower than the State. This represents a loss/decline of 6 percentage points in science proficiency scores from 2017 to 2018 increasing the performance gap between the State and District by 40% from 2017 to 2018.

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

Math
In 2017, District was 22 percentage points lower than State, in 2018 the District was 6 percentage points lower than the State. This equals 16 percentage point climb in Math proficiency scores from 2017 to 2018 decreasing the performance gap between State and District by 72.73% from 2017 to 2018.

ELA
In 2017, District was 21 percentage points lower than State, in 2018 District was 15 percentage points lower than State. This equals 6 percentage point climb in ELA proficiency scores from 2017 to 2018 decreasing the performance gap between State and District by 28.5% from 2017 to 2018.

Social Studies
In 2017, District was 19 percentage points lower than the State, in 2018 the District was 17 percentage points lower than the State. This equals 2 percentage point climb in SS proficiency scores from 2017 to 2018 decreasing the performance gap between State and District by 10.5% from 2017 to 2018.

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

School Improvement Plan SMART Goals, Math Coach mentoring, data based targeted remediation, common planning, reading skills implemented across the curriculum including a silent reading time in all core classes AVID/WICOR strategy implementation, truancy reduction, discipline referral reduction, focus on school's climate and culture needs, weekly staff meetings, parent teacher conferences, mental health counseling and referrals to social services.

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	0%	41%	56%	0%	36%	52%
ELA Learning Gains	0%	56%	53%	0%	39%	46%
ELA Lowest 25th Percentile	0%	47%	44%	0%	32%	38%
Math Achievement	0%	45%	51%	0%	27%	43%
Math Learning Gains	0%	49%	48%	0%	34%	39%
Math Lowest 25th Percentile	0%	52%	45%	0%	35%	38%
Science Achievement	0%	46%	67%	0%	62%	65%
Social Studies Achievement	0%	54%	71%	0%	44%	69%

EWS Indicators as Input Earlier in the Survey

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

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
06	2018	0%	42%	-42%	52%	-52%
	2017	0%	37%	-37%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	0%	38%	-38%	51%	-51%
	2017	0%	30%	-30%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	44%	-44%	58%	-58%
	2017	0%	39%	-39%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2018	0%	43%	-43%	53%	-53%
	2017	0%	26%	-26%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2018	0%	36%	-36%	53%	-53%
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	45%	-45%	52%	-52%
	2017	0%	40%	-40%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	0%	47%	-47%	54%	-54%
	2017	0%	41%	-41%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	40%	-40%	45%	-45%
	2017	0%	37%	-37%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	0%	41%	-41%	50%	-50%
	2017					
Cohort Comparison						

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	48%	-48%	71%	-71%
2017	0%	36%	-36%	69%	-69%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	52%	-52%	68%	-68%
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	69%	-69%	62%	-62%
2017	0%	39%	-39%	60%	-60%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	39%	-39%	56%	-56%
2017					

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
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

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	
Title	ELA Achievement
Rationale	ELA Achievement In 2017, the District ELA Achievement was 21 percentage points lower than State and in 2018 District was 15 percentage points lower than State. While still lower than the State scores, this represents a 6 percentage point climb in ELA proficiency scores from 2017 to 2018 decreasing the performance gap between the State and District by 28.5 percent from 2017 to 2018.

Intended Outcome Our intended outcome for 2019 is to continue the trend of reducing the achievement gap by another 6 percentage points which would calculate to a reduction of 40 percent.

Point Person Karen Gustinger (kgustinger@hardee.k12.fl.us)

Action Step

Description School Improvement Plan SMART Goals, data based targeted remediation, reading skills implemented across the curriculum including a silent reading time in all core classes, AVID/WICOR strategy implementation, integrated technology in the classroom to address student learning styles and improve student engagement, truancy reduction, discipline referral reduction, focus on school's climate and culture needs, weekly staff meetings, parent teacher conferences, mental health counseling and referrals to social services.

Person Responsible Karen Gustinger (kgustinger@hardee.k12.fl.us)

Plan to Monitor Effectiveness

Description Weekly data and progress reviews, benchmark testing, AVID binder checks for strategy implementation, classroom walk throughs.

Person Responsible Karen Gustinger (kgustinger@hardee.k12.fl.us)

Activity #2

Title Science Achievement

Rationale

In 2017, the District Science Achievement was 15 percentage points lower than the State while in 2018 the District was 21 percentage points lower than the State. This represents a loss/decline of 6 percentage points in science proficiency scores from 2017 to 2018 increasing the performance gap between the State and District by 40% from 2017 to 2018.

Intended Outcome

Our intended outcome for 2019 is to reduce the Science achievement gap by 10 percentage points from 21% in 2018 to 11% in 2019. This would calculate to a reduction of the achievement gap in science as compared to the State by 52.5% percent.

Point Person

Karen Gustinger (kgustinger@hardee.k12.fl.us)

Action Step

Description

School Improvement Plan SMART Goals, data based targeted remediation, reading skills implemented across the curriculum including a silent reading time in all core classes, AVID/WICOR strategy implementation, integrated technology in the classroom to address student learning styles and improve student engagement, hands on activities and virtual lab simulations, truancy reduction, discipline referral reduction, focus on school's climate and culture needs, weekly staff meetings, parent teacher conferences, mental health counseling and referrals to social services.

Person Responsible

Karen Gustinger (kgustinger@hardee.k12.fl.us)

Plan to Monitor Effectiveness

Description

Weekly data and progress reviews, benchmark testing, AVID binder checks for strategy implementation, classroom walk throughs.

Person Responsible

Karen Gustinger (kgustinger@hardee.k12.fl.us)

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.

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

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

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

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

Parent conferences are scheduled for all in-coming and outgoing students.
Rules and regulations are carefully explained and addressed.
Goal expectations are reviewed.
Academic and behavioral contracts are explained and signed by parent and students.
Active IEP and 504 Plans are ensured.
Behavior and academic rigor is maintained.
Social and physical needs are addressed.
Letters of recommendation are written for exceptional students.
PCA normally makes recommendations, but does not administratively promote students.
Affected school, teacher and staff are notified to expect transitioning students.

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

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

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

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

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

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

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

Youth and Family Programs: Students at Pioneer Career Academy participate in a Life Skills curriculum which teaches students the dangers of using alcohol, tobacco, and drugs and fosters a safe, drug free

learning environment supporting student achievement. Students at PCA also complete a course that teaches Career Preparatory skills. Many PCA students are also required to complete Anger Management and/or Substance Abuse training as a part of their juvenile justice program. The Florida Dept of Youth and Family services meets each week in a classroom setting teaching and reviewing life skills which foster self-control and better life choices.

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

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

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

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

Professionals are invited to speak at PCA.

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

Teacher is trained on student's professional opportunities.

Teacher attends training for career orientation of students.

Part V: Budget

Total:	\$0.00
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