Pioneer Career Academy

2019-20 Schoolwide Improvement Plan

Table of Contents

Pioneer Career Academy

200 S FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/pioneer_career

Demographics

Principal: Karen Gustinger

Start Date for this Principal: 8/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

School Board Approval

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

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	Job Duties and Responsibilities
Gustinger, Karen	Principal	

Early Warning Systems

Current Year

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

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

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
8

Date this data was collected or last updated

Monday 6/24/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	43%	56%	0%	32%	53%
ELA Learning Gains	0%	46%	51%	0%	37%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	26%	41%
Math Achievement	0%	47%	51%	0%	27%	49%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	0%	42%	48%	0%	31%	44%
Math Lowest 25th Percentile	0%	48%	45%	0%	31%	39%
Science Achievement	0%	68%	68%	0%	50%	65%
Social Studies Achievement	0%	51%	73%	0%	51%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	2 (0)	1 (0)	3 (0)	2 (0)	0 (0)	8 (0)
Attendance below 90 percent	0 (1)	0 (2)	0 (3)	0 (3)	1 (1)	1 (2)	0 (0)	2 (12)
One or more suspensions	0 (1)	0 (2)	2 (3)	1 (3)	3 (1)	2 (2)	0 (0)	8 (12)
Course failure in ELA or Math	0 (0)	0 (0)	0 (3)	0 (3)	1 (1)	1 (2)	0 (0)	2 (9)
Level 1 on statewide assessment	0 (1)	0 (0)	0 (2)	1 (3)	2 (1)	1 (2)	0 (0)	4 (9)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	47%	-47%	54%	-54%
	2018	0%	42%	-42%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	0%	38%	-38%	52%	-52%
	2018	0%	38%	-38%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	48%	-48%	56%	-56%
	2018	0%	44%	-44%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	40%	-40%	55%	-55%
	2018	0%	43%	-43%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	44%	-44%	53%	-53%
	2018	0%	36%	-36%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	44%	-44%	55%	-55%
	2018	0%	45%	-45%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	0%	59%	-59%	54%	-54%
	2018	0%	47%	-47%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	53%	-53%	46%	-46%
	2018	0%	40%	-40%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	36%	-36%	48%	-48%
	2018	0%	41%	-41%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	67%	-67%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	59%	-59%	71%	-71%
2018	0%	48%	-48%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	52%	-52%	68%	-68%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	61%	-61%
2018	0%	69%	-69%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	57%	-57%
2018	0%	39%	-39%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The school data component which showed the lowest performance in 2019 was ELA evidenced by students' lack of movement to a higher subgroup within their achievement level or movement to a lower achievement level.

State ELA Achievement rose by 1% point and District ELA Achievement rose by 2% points in 2019 from the prior year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The school data component which showed the lowest performance in 2019 was ELA evidenced by students' lack of movement to a higher subgroup within their achievement level or movement to a lower achievement level.

State ELA Achievement rose by 1% point and District ELA Achievement rose by 2% points in 2019 from the prior year.

Factors contributing to this decline include a high level of resiliency factors in the students' home life, low reading and math proficiency, lack of engagement in the assessment process as opposed to the educational process,truancy issues, and behavior maladjustment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science Achievement
The District data component with the greatest gap when compared to the State average was 2019 8th Grade Science which showed a 15 percentage point gap in 2019 (41% lower) between State and District and a 5 percentage point drop (12%) as compared to the gap in 2018.

School data which had the greatest gap when compared to State and District was ELA Grades 6-8 with students either remaining within their Level 1/2 sublevel or dropping to a lower Level 1/2 sublevel. State 2019 ELA data showed a 1% point gain and District showed a 3% point gain.

Factors contributing to this decline include a high level of resiliency factors in the students' home life, low reading and math proficiency, lack of engagement in the assessment process as opposed to the educational process,truancy issues, and behavior maladjustment.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA 6-8
In 2018, District was 12 percentage points lower that State, in 2019 District was 10 percentage points lower than State. These gains equal a narrowing of the performance gap in ELA proficiency scores by 2 percentage points or 17% from 2018 to 2019.

Math 6-8
In 2018, District was 10 percentage points lower than State, in 2019 the District was 4 percentage point

lower than the State. This equals a decreasing the performance gap between State and District by 6 percentage points or 60 % from 2018 to 2019.

Science 6-12
In 2018, District was 20 percentage points lower than the State, in 2019 the District was equal to the State. This equals 22 percentage point climb in Science proficiency scores from 2018 to 2019 decreasing the performance gap between State and District by 100% from 2018 to 2019. However, in isolation the District 8th grade Science scores dropped by 5 percentage points or 12%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

low reading and math proficiency
behavior maladjustment

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Level 1 and 2 Readers
2. Level 1 and 2 Math
3. Science (Middle School)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement
Rationale	ELA Achievement 2019 school data shows a generalized lack of movement of Level 1 and 2 readers to a higher achievement level.
State the measurable outcome the school plans to achieve	All level 1 and 2 readers will experience one year of academic gains in reading.
Person responsible for monitoring outcome	Karen Gustinger (kgustinger@hardee.k12.fl.us)
Evidence-based Strategy	Teachers will utilize assessment data to modify instruction to meet the needs of individual learners through small group instruction with targeted interventions. iReady will be implemented for all Level 1 and 2 readers and those how did not make appropriate academic gains in 1819.
Rationale for Evidence-based Strategy	Assessment data from a variety of sources will be used by teachers to drive instruction on an individualized level in the classroom (i.e. PLATO Mastery Tests, Direct Formative Instruction, i-Ready). In order for students to make required learning gains, there is a demonstrated need for individualized data driven instruction with targeted interventions.

Action Step	
Description	1. Weekly stakeholder data reviews will utilize the PLATO Mastery Reports and i-Ready Needs Analysis Report to form small groups and locate, identify and use aligned resources for targeted remediation. 2. Instruction on an individualized level in the classroom as much as possible within the frame of our resources. 3. Reading skills implemented and supported across the curriculum including a silent reading time each period with a heightened focus on comprehension. 4. WICOR strategy implementation and Cornell notes as organizational support for comprehension . 5. Compliance training for individual students struggling to remain the in the educational setting because of behavior. 6. Youth mental health referrals where appropriate.
Person Responsible	Karen Gustinger (kgustinger@hardee.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Achievement	$0.00
		Total:	**$0.00**