Polk Pre Collegiate Academy

2019-20 Schoolwide Improvement Plan

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Polk Pre Collegiate Academy

111 AVENUE R NE, Winter Haven, FL 33881

http://ppcacademy.net

Demographics

Principal: Jennifer Griffin Vandergriff

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-10
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: A (79%) 2017-18: A (82%) 2016-17: A (74%) 2015-16: A (74%) 2014-15: A (89%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 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.

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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 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

School Board Approval

N/A

SIP Authority

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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 (Science, Technology, Engineering, Arts, and Mathematics) 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 STEAM 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	Job Duties and Responsibilities
CARVER, CATHY	Principal	Oversees all daily school operations and president of governing board.
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	
Jones, Amber	Teacher, ESE	ESE Facilitator

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	73	68	0	0	141
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	1	0	0	1

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	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	
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)

6

Date this data was collected or last updated

Friday 8/16/2019

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	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 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	0	0	0	0	0	0	0	

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	0	0	0	2	0	0	0	2
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	1	0	0	0	1

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	0	0	0	0	0	0	0	

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	87%	47%	56%	87%	44%	53%
ELA Learning Gains	64%	46%	51%	69%	41%	49%
ELA Lowest 25th Percentile	68%	37%	42%	68%	33%	41%
Math Achievement	84%	43%	51%	81%	37%	49%
Math Learning Gains	51%	45%	48%	48%	33%	44%
Math Lowest 25th Percentile	0%	44%	45%	57%	32%	39%
Science Achievement	98%	58%	68%	88%	56%	65%
Social Studies Achievement	100%	61%	73%	96%	60%	70%

EWS Indicators as Input Earlier in the Survey			
Indicator	Grade Level (prior year reported)		Total
	9	10	
Number of students enrolled	73 (0)	68 (0)	141 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	1 (0)	1 (0)

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
09	2019	83%	45%	38%	55%	28%
	2018	96%	43%	53%	53%	43%
Same Grade Comparison		-13%					
Cohort Comparison							
10	2019	90%	42%	48%	53%	37%
	2018	85%	42%	43%	53%	32%
Same Grade Comparison		5%					
Cohort Comparison		-6%					

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
2019	98%	54%	44%	67%	31%
2018	98%	59%	39%	65%	33%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	57%	43%	70%	30%
2018	83%	57%	26%	68%	15%
Compare		17%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	50%	25%	61%	14%
2018	0%	60%	-60%	62%	-62%
Compare		75%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	53%	30%	57%	26%
2018	82%	41%	41%	56%	26%
Compare		1%			

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
HSP	81	61	70	86	64		100	100			
WHT	90	69	69	82	47		97	100			
FRL	81	55	70	85	69		100	100			
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			

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)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	552
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	80
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	80
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

9th Grade (current 10th grade) ELA 83%
9th Grade Algebra 1 75%
Although the above scores are the lowest, performance was significantly above district and state levels.
Subgroups:
FRL had lowest ELA learning gains in both 2018 and 2019 school grade components.
White had lowest ELA gains in lowest 25% and in overall math in 2019 school grade components.

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

*According to the pre-loaded data, 0% of students were testing in Algebra in 2018. This is incorrect and is reflected in the pre-loaded SIP as a -60% decrease.

ELA Learning Gains: White 81% to 69%
ELA Learning Gains: FRL 68% to 55%

Math Learning Gains: White 71% to 47%

Factors that may have contributed to the ELA decline is the students' lessening desire to read long passages and ability to critically analyze passages.

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.

Math Learning Gains: White 71% to 47% had the greatest gap in performance.
Contributing factors: Academic support provided to students before, during, and after school was not utilized by students as encouraged. Study hall sign in sheets, web-based programs activity monitoring data, and student communication are all evidences that students needed to commit more time to learning and growth.

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

ELA Lowest 25%: 54% to 70%
Implementation of Project-based learning, increased progress monitoring, document-based learning.

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

There are no subgroups under 70%, however, the white subgroup revealed the lowest achievement over the past two years.

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

1. ELA 9th and 10th grade
2. Increased College and Career Exploration
3. Return on Investment (Programs' cost and evalution)

Part III: Planning for Improvement

Areas of Focus:
No activities were entered for this section.

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).

Areas of Focus:
ELA Learning Gains (FRL) and Math Learning Gains (White) are based on school grade components by subgroups.

Outcomes: ELA Learning Gains and Math Gains are to increase student growth by a minimum of 3% in each category.

Evidenced based strategy: ELA: Increase Project-based learning opportunities and implement school-wide Common Lit reading and Close Reading analysis within first month of school

Action Steps:
a. Meet with leadership team to discuss implementation and projected effectiveness of the research-based strategies.
b. Provide instructors with resources and examples of the evidence-based strategies.
c. Establish a progress monitoring process and timeline.
d. Evaluate teacher use of the strategies and student performance.

Persons responsible: All instructors and administrator

Additional areas improvement:

Person Responsible: Guidance Counselor
1. College and Career Readiness
a. Guidance Counselor, administrator, and teachers acquire training on C & C programs such as MyCareerShines
b. Increase opportunities for students to survey interests and skills
c. Increase student awareness of vocation and college options through MyCareerShines, displayed posters, brochures, guest speakers
d. Host an on-site College and Career Fair for students and community

Person(s) Responsible: Administrator, Accountant, Leadership Team Member (A. Thompson)
2. Return on Investment (ROI)
a. Administrator and Accountant gathers purchasing information for the school year
b. Record detailed budget and purchasing information in spreadsheet
c. Use progress monitoring data from programs used by instructors to evaluate the programs' effectiveness
d. Survey teachers on the programs' quality, ease of use for them and students, and interest in future use
e. Present analysis to governing board for review and future budget decision making

Person(s) Responsible: All staff

3. Relationships/Mental Health Awareness
a. Develop strategies for schoolwide team building activities to strengthen relationships among staff, students, and peers
b. Present mental health awareness information to staff that is gained through guidance counselor and administrator trainings
c. Schedule home visits
d. Monitor grades, discipline, and behavior to assess student needs and appropriate interventions

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 Schoolwide Improvement Plan 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.

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.

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. Within classrooms, 10th grade students become support partners to incoming 9th grade students. Grade level team leaders communicate to develop strategies for peer support.
3. Ninth grade teachers implement class building and social 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 is the goal upon 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.

The Guidance Counselor works with students 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 provides financial aid resources for parents and students obtained from the FLDOE and College Board.

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

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

Total:	**$500.00**