



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

---

Pioneer Career Academy  
2630 ACADEMY DR  
Zolfo Springs, FL 33890  
863-735-2300  
[www.hardee.k12.fl.us/pioneer\\_career](http://www.hardee.k12.fl.us/pioneer_career)

---

## School Demographics

---

<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> Yes	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

---

## School Grades History

---



---

## SIP Authority and Template

---

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>14</b>
<b>Goals Summary</b>	<b>20</b>
<b>Goals Detail</b>	<b>20</b>
<b>Action Plan for Improvement</b>	<b>23</b>
<b>Part III: Coordination and Integration</b>	<b>30</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>31</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>33</b>

---

## Purpose and Outline of the SIP

---

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

---

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

---

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

---

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

---

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

---

Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Pioneer Career Academy

##### Principal

Gilbert Vasquez

##### School Advisory Council chair

Mary Rosales

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Gina Geckler	Science
Juergenn Hammes	Math
Jonanne Deal	ESE

#### District-Level Information

##### District

Hardee

##### Superintendent

Mr. David D Durastanti

##### Date of school board approval of SIP

9/30/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

SAC committee members are recruited from the community and from the parent pool totaling 6. Joining the SAC are at least one student representative, One teacher, the Director of PCA, two parents, and at least one member of the business community . In the past elections have resulted in the teacher's role as secretary. One parent is chosen as chairperson, The Director disseminates information, the student representative submits student views. Any member may submit concerns or ideas from non-member stakeholders.

#### Involvement of the SAC in the development of the SIP

There has been no SAC involvement in this SIP. The committee had not been formed at the time SIP was composed.

#### Activities of the SAC for the upcoming school year

The SAC committee members Review Policies, Review Test Results, AMO Data, Submit Meaningful Input, SAC committee members also receive input from stakeholders who are non-members and submit to PCA Director and SAC.

**Projected use of school improvement funds, including the amount allocated to each project**

PCA has no allocated school improvement funds.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Gilbert Vasquez</b>		
Principal	Years as Administrator: 1	Years at Current School: 1

**Credentials**

Prior to his position as PCA Director, Mr. Vasquez worked for 17 years at Hardee Senior High. Fifteen years were served as an English teacher except for the 2002 school year when his position was that of Reading Coach. In 2009 and 2010 at HHS Mr. Vasquez' 10th grade student's FCAT reading passing scores were at least 95% passing. In 2011 the number of students enrolled to his class increased by 50% and FCAT scores remained above the school average at 83%. Mr. Vasquez 10th grade student's FCAT Writing scores also averaged much higher than the school average with over 95% of his students scoring at or above the expected passing grade.

**Performance Record**

In the first year as principal 24% of total students attending PCA were transitioned back to their home school after successfully meeting social and academic goals. Of the 2 seniors attending PCA both graduated with cohorts. 24% of students received letters of commendation from the governor of FL for FCAT performance. Out of school suspension was decreased by 10% from the previous year. The instructional day was increased by 15 minutes. A student volunteer program at neighboring school's cafeteria was instituted which also qualified as a job shadowing program. Mr. Vasquez acquired a Commercial Drivers License for transportation of students. There was a 15% increase in teacher's Professional Development. A new upgraded computers educational software was purchased to help maintain CCSS. Attained 2 community business partners.

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**NA**

Part-time / District-based	Years as Coach:	Years at Current School:
----------------------------	-----------------	--------------------------

**Areas** [none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

3



**# receiving effective rating or higher**

(not entered because basis is < 10)

**# Highly Qualified Teachers**

67%

**# certified in-field**

2, 67%

**# ESOL endorsed**

3, 100%

**# reading endorsed**

1, 33%

**# with advanced degrees**

, 0%

**# National Board Certified**

, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

0, 0%

**# with 6-14 years of experience**

1, 33%

**# with 15 or more years of experience**

2, 67%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Positions are first posted by District office, Candidates are interviewed and certifications reviewed. Highly qualified candidates are hired. District Connection Program for beginning teachers. The

school's academic intervention coach, math coach and science coach will collaborate with the district HQ Facilitator to identify and address individual needs of participants. Common Planning time for teachers in the Literacy Leadership Team.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

No new teachers have been hired in the two years Mr. Vasquez has been administrator.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Meetings involve analyzing student data, instructional practices, & intervention strategies for moderate and high risk students not meeting benchmark targets. Based on team discussions, professional development needs and resources are determined. The team also facilitates the process of building consensus among all stakeholders. An ESE teacher is present and a district staffing specialist who is also the Positive Behavior Support coordinator is closely involved.

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

PCA is in the second year of using MTSS. The MTSS coordinator facilitates the MTSS process, and works with instructional staff in providing professional development. The MTSS Leadership Team meets weekly (up to three hours per month) throughout the year to assess, develop, & maintain a problem-solving system that best meets the needs of our students, teachers, & school. Dates, times and minutes of meeting are recorded. The MTSS team is composed of a science reading math and language arts representative, a district staff specialist is also invited.

#### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

PCA utilizes the district-wide data management system, Performance Matters, to store the various pieces of data used to make instructional decisions. The Progress Monitoring & Reporting Network (PMRN), is another valuable tool for monitoring

student performance data.

Focus the district wide data management system, is used to summarize and analyze behavior and attendance data.

Progress Monitoring Tools: District Benchmark Assessments in reading, math, science and writing , and Florida assessments for Instruction in Reading (FAIR)

Baseline Data: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District Benchmark Assessment

Midyear: Florida Assessments for Instruction in Reading (FAIR), District Benchmark Assessment

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

At the beginning of each meeting the facilitator reviews purpose and goals of meeting. And, as MTSS has been in practice teachers are very familiar with parameter for successful use of system. This year however PCA plans to increase parent involvement in MTSS meetings and also invites district staff specialist to be in attendance.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:**

NA

**Strategy Purpose(s)**

""

**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Gina Geckler	Science
Juergenn Hammes	Math
Joanne Deal	ESE

**How the school-based LLT functions**

The literacy team meets once a week to discuss specific learning strategies based on data taken from a variety of tests including FCAT, FAIR, and Bench Mark Testing. Each person reports on low scores and actions taken to make corrections. ESE strategies are reviewed as are school wide initiatives.

## Major initiatives of the LLT

A major initiative this year will be a school wide concentration on specific strategies used by different depts. focused on raising reading and writing scores examaples are The language arts dept is using Dragon Dictation, The history teacher is using Socratic Sessions and the Science dept is using Cornell Notes. These strategies are designed to work in conjunction toward a thorough and rigorous curriculum.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Each teacher has attended 2013 summer training on CCSS and implementation strategies including reading. Daily lesson plans will document teacher has selected reading pertinent to their subject, deep reading has occurred including; note taking, vocabulary, discussion. Continuous gradual release model will be observed including assessment.

Other strategies by each teacher will include:-Concept mapping

- Thinking maps
- Gradual Release Model
- SQ4R
- KWL
- Higher Order Questioning
- Effective Lesson Planning
- Webb's Depth of Knowledge
- Lesson Study
- Kagan Collaborative Structures
- Writing in Response to Reading
- Utilization of Rubrics within the Classroom

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

NA

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

PCA provides traditional course of study to meet graduation requirements as well as to meet credit recovery opportunities. Brief description follows:

- Course of studies
- College and/or vocation planning
- Testing requirements
- Prerequisites
- Options available
- Scholarship opportunities (where applicable)
- Credit Recovery (where applicable)
- Variety of opportunities to participate

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Teachers lead student in computer based research to ensure students are informed about their career interest. Students and teachers discuss additional education goals. This year if available pertinent professionals will be invited to speak at PCA.

**Strategies for improving student readiness for the public postsecondary level**

PCA provides an array of support initiatives with the purpose of successfully transitioning students into the postsecondary educational

level. Some specific endeavors undertaken include the following:

? In collaboration with the local community college (SFSC), many programs have been introduced that support and foster the development of skills needed

for students to succeed outside the high school setting. Such programs include:

- o BRIDGE (SFSC)

- o College Reach Out Program (CROP)

- o Panther Youth Partners

- o Hardee Senior High School Career Day

? Vocational Rehab is an available resource for our students with disabilities and serves as a bridge between high school and SFSC.

? The school will continue its effort to develop programs that will benefit participating students in pursuit of their career interests.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	25%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	65%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	20%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		<i>[data excluded for privacy reasons]</i>	5%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	0%

### Area 3: Mathematics

**Elementary and Middle School Mathematics****Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	<i>[data excluded for privacy reasons]</i>		35%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		35%

**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	<i>[data excluded for privacy reasons]</i>		10%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		10%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	10%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	23%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		0
Participation in STEM-related experiences provided for students	0		0%



**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0		
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	0		
CTE-STEM program concentrators	0		
Students taking CTE-STEM industry certification exams	0		
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0		
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0		
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	0		

**Area 7: Social Studies****U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Civics End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	12	50%	45%
Students who fail a mathematics course	8	32%	27%
Students who fail an English Language Arts course	5	21%	16%
Students who fail two or more courses in any subject	5	31%	25%
Students who receive two or more behavior referrals	13	56%	46%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	11	48%	38%

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	10%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	2	100%	50%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	2	100%	80%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Principal will increase parent contact.	20	87%	92%

**Area 10: Additional Targets****Additional targets for the school**

A newsletter will be produced and disseminated to all stakeholders. Newsletter monthly calendar of events, policy reminders, success reports, school initiatives, ongoing projects and barriers, information on state reports,

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Monthly Newsletter	0	0%	100%

## Goals Summary

- G1.** The percentage of students scoring Level 3 on the 2014 FCAT reading will increase from 0% to 10%.
- G2.** WRITING SCORES WILL INCREASE TO A LEVEL 3.5 FROM 0% TO 10%
- G3.** IN MATH STUDENTS, EARNING A LEVEL 3 OR HIGHER WILL INCREASE FROM 0% TO 10%.
- G4.** STUDENTS SCORING AT A LEVEL 3 OR HIGHER WILL INCREASE FROM 0% TO 10%

## Goals Detail

**G1.** The percentage of students scoring Level 3 on the 2014 FCAT reading will increase from 0% to 10%.

### Targets Supported

### Resources Available to Support the Goal

- Grade appropriate text aligned to CCSS. Common Teacher planning, AVID system strategies, FAIR and Bench mark data analysis, parent involvement.

### Targeted Barriers to Achieving the Goal

- Insufficient rigor, ongoing training, lack of cognitive demand on student tasks, disciplinary problems

### Plan to Monitor Progress Toward the Goal

WILL MONITOR GOAL PROGRESS

### Person or Persons Responsible

LLT, MTSS AND ADMINISTRATOR

### Target Dates or Schedule:

DAILY LESSON PLANS WEEKLY MTSS MEETING COMMON PLANNING TIME SCHEDULED TESTING

### Evidence of Completion:

FCAT STUDENT PROGRESS ASSESSMENTS

## G2. WRITING SCORES WILL INCREASE TO A LEVEL 3.5 FROM 0% TO 10%

### Targets Supported

- Writing

### Resources Available to Support the Goal

- CCSS TRAINING APPROPRIATE GRADE LEVEL AND CCSS ALIGNED TEXT PROFESSIONAL DEVELOPMENT PROGRESS MONITORING USING ROUTINELY SCHEDULED ASSESSMENTS

### Targeted Barriers to Achieving the Goal

- LACK OF TEACHER TRAINING IN SPECIFIC AREA STUDENT'S UNTOWARD SOCIAL BEHAVIOR STUDENT LACK OF MOTIVATION STUDENT TRUANCY NO LITERACY COACH NO CERTIFIED LANGUAGE ARTS TEACHER

## Plan to Monitor Progress Toward the Goal

PROGRESS MONITORING DATA WILL BE DISCUSSED AMONGST TEACHERS AND ADMINISTRATION

### Person or Persons Responsible

PCA DIRECTOR DIRECT OBSERVATION DISTRICT AND CLASS ROOM TESTING INFORMAL WRITING ASSESSMENTS STATE SCHEDULED TESTING

### Target Dates or Schedule:

MTSS MEETINGS. STAFF MEETINGS, INFORMAL OBSERVATION FEED-BACK, CLASS GRADE REPORTS

### Evidence of Completion:

FCAT RESULTS

## G3. IN MATH STUDENTS, EARNING A LEVEL 3 OR HIGHER WILL INCREASE FROM 0% TO 10%.

### Targets Supported

### Resources Available to Support the Goal

- GRADE APPROPRIATE TEXT ALIGNED TO CCSS PLATO SOFT WARE ALLOWS STUDENTS TO PRE AND POST TEST TEACHER TRAINING IN LEARNING STRATEGIES

### Targeted Barriers to Achieving the Goal

- ENROLLING STUDENTS HAVE A WEAK BACK-GROUND KNOWLEDGE WHEN ENTERING PCA.

### Plan to Monitor Progress Toward the Goal

LAB MANAGER WILL REPORT WHEN STUDENTS HAVE BEEN SUCCESSFULLY ENTERED INTO PLATO SYSTEM AND PRETESTED. DIRECTOR WILL OBSERVE AND DISCUSS PROGRESS AND DIRECTLY OBSERVE CLASS ROOM

#### Person or Persons Responsible

PCA DIRECTOR LAB MANAGER

#### Target Dates or Schedule:

IMMEDIATELY UPON ENROLLING TO PCA STUDENT WILL BE PRETESTED. SCHEDULING OF STUDENT INTO THE CLASS-ROOM WEEKLY SCHEDULED MTSS MEETINGS DATA CHATS BOTH FORMAL AND INFORMAL

#### Evidence of Completion:

ASSESSMENT DATA FROM FAIR, BENCHMARK, FCAT, CLASSROOM, AND PLATO POST TEST WILL DOCUMENT MONITORING OF PROGRESS GOALS.

### G4. STUDENTS SCORING AT A LEVEL 3 OR HIGHER WILL INCREASE FROM 0% TO 10%

#### Targets Supported

- Science - Middle School
- Science - High School

#### Resources Available to Support the Goal

- APPROPRIATE GRADE LEVEL TEXT ALIGNED WITH CCSS. PLATO SOFT-WARE REVIEW CURRICULUM BOOKLETS

#### Targeted Barriers to Achieving the Goal

- STUDENTS STRUGGLE ITO READ AND COMPREHEND MATERIAL PCA HAS NO LABRATORY STUDENTS HAVE POOR SCIENCE BACKGROUND KNOWLEDGE

### Plan to Monitor Progress Toward the Goal

A CONTINUOUS INSPECTION AND ANALYSIS OF DATA FROM ALL ASSESSMENTS WILL BE MADE THROUGHOUT THE YEAR. LLT AND MTSS MEETING WILL BE UTILIZED AS WELL AS DATA CHATS WITH STUDENTS AND PARENTS TO CONTINUOUSLY MONITOR PROGRESS TOWARD GOAL.

#### Person or Persons Responsible

DIRECTOR, TEACHERS, STUDENTS, PARENTS, DISTRICT AND STATE ASSESSMENTS WILL BE INCLUDED IN THE PROGRESS MONITORING

#### Target Dates or Schedule:

DIRECTOR TEACHER AND STUDENTS WILL BE INVOLVED IN MONITORING PROGRESS ON A DAILY BASIS. PARENTS WILL BE KEPT INFORMED REGULARLY THROUGH USE OF PROGRESS REPORTS OR EARLIER CONTACT IF NECESSARY. DISTRICT AND STATE ASSESSMENTS ARE SCHEDULED THROUGHOUT THE ACADEMIC YEAR

#### Evidence of Completion:

VARIOUS AND REGULARLY SCHEDULED ASSESSMENT WILL TAKE PLACE WHICH WILL BE DOCUMENTED ON PROGRESS REPORTS, REPORT CARDS, WEB-SITES SUCH AS FAIR, BENCHMARKS AND FCAT.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The percentage of students scoring Level 3 on the 2014 FCAT reading will increase from 0% to 10%.

**G1.B1** Insufficient rigor, ongoing training, lack of cognitive demand on student tasks, disciplinary problems

**G1.B1.S1** Insufficient rigor will be addressed using a variety of AVID strategies including Cornell notes and deep reading techniques. Students will work in small and differentiated groups.

### Action Step 1

Implement reading strategies

#### Person or Persons Responsible

All teachers

#### Target Dates or Schedule

Teacher attend CCSS work shop and receive AVID training, occurred summer 2013 and during professional inservice days

#### Evidence of Completion

Teachers will complete CCSS by the beginning of the 2013-14 school year. AVID training will be ongoing throughout the school year planned in-service days.

#### Facilitator:

High School Literacy Coach Susan Barton and Martha Shiver

#### Participants:

All teachers

## Plan to Monitor Fidelity of Implementation of G1.B1.S1

Monitoring fidelity of learning strategies

### Person or Persons Responsible

PCA Director Gil Vasquez

### Target Dates or Schedule

During walk-in and scheduled observation. Daily Lesson plans will reflect strategies. Weekly MTSS meeting will be used to discuss progress, BenchMark and FAIR testing will be administered several times a year.

### Evidence of Completion

FCAT

## Plan to Monitor Effectiveness of G1.B1.S1

DATA WILL BE USED TO MONITOR EFFECTIVENESS

### Person or Persons Responsible

FCAT FAIR BENCHMARK RESULTS. DIRECTOR GIL VASQUEZ WILL ALSO MONITOR EFFECTIVENESS.

### Target Dates or Schedule

DIRECTOR OF PCA WILL REMAIN UPDATED ON DATA CHECKS AS AVAILABLE ON WEB-SITES, TEACHERS WILL MONITOR PROGRESS. REGULARLY SCHEDULE ADMINISTRATIONS

### Evidence of Completion

MONITORING WILL END WITH SCHOOL YEAR Results will be documented by aforementioned assessment data.



**G2. WRITING SCORES WILL INCREASE TO A LEVEL 3.5 FROM 0% TO 10%**

**G2.B1** LACK OF TEACHER TRAINING IN SPECIFIC AREA STUDENT'S UNTOWARD SOCIAL BEHAVIOR STUDENT LACK OF MOTIVATION STUDENT TRUANCY NO LITERACY COACH NO CERTIFIED LANGUAGE ARTS TEACHER

**G2.B1.S1** ALL TEACHERS WILL BE TRAINED IN WRITING STRATEGIES

**Action Step 1**

WILL RECEIVE WRITING STRATEGY INSTRUCTIONS

**Person or Persons Responsible**

ALL PCA TEACHERS WILL BE TRAINED BY DIRECTOR FORMER HS LA INSTRUCTOR

**Target Dates or Schedule**

BI-WEEK, THE REMAINDER OF THE SCHOOL YEAR DURING THE LAST PART OF THE WORK DAY.

**Evidence of Completion**

COMPLETION OF TRAINING WILL BE DOCUMENTED AND INSERVICE POINTS WILL BE EARNED

**Facilitator:**

GIL VASQUEZ

**Participants:**

ALL PCA TEACHERS

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

MONITOR TEACHERS LESSON PLANS AND USE OF GRADUAL RELEASE MODEL IN TEACHING WRITING STRATEGIES

**Person or Persons Responsible**

PCA DIRECTOR GIL VASQUEZ

**Target Dates or Schedule**

DAILY LESSON PLANS WALK THROUGH SCHEDULED OBSERVATIONS DATA CHATS WITH TEACHERS MTSS MEETINGS

**Evidence of Completion**

FEED BACK TO TEACHERS DOCUMENTED OBSERVATION

### Plan to Monitor Effectiveness of G2.B1.S1

CLASS ROOM, DISTRICT, AND STATE TESTING WILL BE USED TO MONITOR PROGRESS

#### Person or Persons Responsible

BENCHMARK- FAIR- CLASSROOM ASSESSMENT-FAIR TESTING

#### Target Dates or Schedule

DAILY DISTRICT SCHEDULED TESTING STATE TESTING SCHEDULED FCAT

#### Evidence of Completion

DOCUMENTED DATA ON TEST REPORT SITES DAILY CLASS GRADES

**G3.** IN MATH STUDENTS, EARNING A LEVEL 3 OR HIGHER WILL INCREASE FROM 0% TO 10%.

**G3.B1** ENROLLING STUDENTS HAVE A WEAK BACK-GROUND KNOWLEDGE WHEN ENTERING PCA.

**G3.B1.S1** ENROLLING STUDENTS WILL BE PRE-TESTED. STUDENTS WILL BE PLACED IN PROPER PERFORMANCE LEVEL. STUDENTS WILL BE DIVIDED INTO SMALL GROUPS. STUDENTS WILL BE PLACE IN DIFFERENTIATED GROUPS. STUDENTS WILL RECEIVE DAILY REMEDIATION IN AREAS THEY ARE EXPERIENCING DIFFICULTY.

#### Action Step 1

INTERPRET PRETEST DATA AND DETERMINE APPROPRIATE GRADE LEVEL AND SMALL GROUPING. STUDENT WILL BE REMEDIATED AT THE BEGINNING OF EACH CLASS PERIOD.

#### Person or Persons Responsible

MATH TEACHER

#### Target Dates or Schedule

UPON ENROLLMENT AND DAILY DURING SCHOOL YEAR.

#### Evidence of Completion

EVIDENCE WILL BE DOCUMENTED IN LESSON PLANS AND CLASS GROUPS.

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

THE FOLLOWING WILL OCCUR TO ENSURE FIDELITY LESSON PLANS CHECKED WALK THROUGH DATA CHATS TEACHER DISCUSSION

#### **Person or Persons Responsible**

PCA DIRECTOR

#### **Target Dates or Schedule**

DIRECT OBSERVATION UPON ENTERING PCA STUDENTS WILL BE PRETESTED DAILY WALK THROUGHS AT BEGINNING AND END OF CLASSES SCHEDULED TEACHER OBSERVATION MTSS MEETINGS

#### **Evidence of Completion**

DOCUMENTATION OF STUDENT SCHEDULE STUDENT CLASS ROOM GROUPING SCHEDULES ASSESSMENTS FOR PROGRESS MONITORING

### **Plan to Monitor Effectiveness of G3.B1.S1**

EFFECTIVENESS WILL BE NOTED AND ANALYZED USING DATA FROM SEVERAL ASSESSMENT SERVICES

#### **Person or Persons Responsible**

PCA DIRECTOR AND RESULTS FROM ASSESSMENTS INCLUDING FAIR, BENCHMARK, CLASS-ROOM ASSESSMENTS, FCAT DATA CHATS WITH

#### **Target Dates or Schedule**

PCA DIRECTOR WILL HAVE DATA CHATS WEEKLY WITH STAFF REGULARLY SCHEDULED CLASS ROOM ASSESSMENTS WILL BE GIVEN REGULARLY SCHEDULED DISTRICT ASSESSMENTS WILL OCCUR THREE TIMES A YEAR FCAT

#### **Evidence of Completion**

DOCUMENTATION FOR EFFECTIVENESS WILL BE RECORDED ON MULTIPLE TESTING SITES. FCAT RESULTS

**G4. STUDENTS SCORING AT A LEVEL 3 OR HIGHER WILL INCREASE FROM 0% TO 10%**

**G4.B1 STUDENTS STRUGGLE TO READ AND COMPREHEND MATERIAL PCA HAS NO LABORATORY STUDENTS HAVE POOR SCIENCE BACKGROUND KNOWLEDGE**

**G4.B1.S1** USING CORNELL NOTES TO IMPROVE UNDERSTANDING VOCABULARY RELEVANT TO MATERIAL WILL BE DEEPLY STUDIED DEEP READING STRATEGIES WILL BE UTILIZED REVIEW OVER MATERIALS WILL OCCUR BEFORE THE BEGINNING OF EACH CLASS A SUMMARY OF MATERIAL WILL BE COMPOSED BY STUDENTS STUDENTS WILL BE EXPOSED TO HIGHER ORDER LEVEL QUESTIONS

**Action Step 1**

TEACHER WILL IMPLEMENT STRATEGIES DESIGNED TO RAISE LEVEL OF STUDENT PERFORMANCE USING PROVEN SCIENTIFIC AND BEST PRACTICE METHODS

**Person or Persons Responsible**

SCIENCE LEADER/TEACHER

**Target Dates or Schedule**

STRATEGIES WILL BE USED DAILY ACCORDINGLY.

**Evidence of Completion**

LESSON PLANS WILL REFLECT USE OF READING STRATEGIES - NOTE TAKING AND DISCUSSION OF MATERIAL. DOCUMENTED ASSESSMENTS WILL INCLUDE CLASS ROOM, FAIR, BENCHMARK, FCAT

**Plan to Monitor Fidelity of Implementation of G4.B1.S1**

REVIEW OF LESSON PLANS, ANALYSIS OF ASSESSMENT DATA FROM MULTIPLE SCHEDULE TESTING, DIRECT OBSERVATION AND DATA CHATS WITH TEACHERS

**Person or Persons Responsible**

DIRECTOR OF PCA

**Target Dates or Schedule**

ASSESSMENT DATA CHATS WILL OCCUR ACCORDING TO AVAILABILITY ON WEBSITES DAILY LESSON PLANS FORMAN AND INFORMAL OBSERVATION OF CLASSES

**Evidence of Completion**

DOCUMENTATION WILL OCCUR IN LESSON PLANS PROGRESS MONITORING WILL SHOW EVIDENCE OF GROWTH. MATERIALS BEING USED WILL REFLECT INTENT OF GOALS

## **Plan to Monitor Effectiveness of G4.B1.S1**

DATA WILL BE USED TO DRIVE CURRICULUM. DATA WILL DETERMINE AREAS OF STRENGTH AND WEAKNESS FAIR FCAT BENCHMARK AND CLASS ROOM ASSESSMENTS WILL CONTINUOUSLY MONITOR AND REPORT STRATEGY EFFECTIVENESS

### **Person or Persons Responsible**

DIRECTOR AND LLT WILL REVIEW AND ANALYZE DATA

### **Target Dates or Schedule**

REGULARLY SCHEDULED ASSESSMENTS WILL OCCUR IN CLASS, DISTRICT AND BY THE STATE. LLT AND MTSS WILL MEET WEEKLY TO DISCUSS EFFECTIVENESS OF STRATEGIES AND MODIFY AS NEEDED

### **Evidence of Completion**

THERE WILL BE DOCUMENTATION OF LESSON PLANS, ATTENDANCE OF MTSS, TEACHER/ ADMINISTRATOR MEETING, DATA CHATS WITH STUDENTS AND REGULAR PROGRESS REPORTS AND REPORT CARDS.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Violence Preventions 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.

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. Healthy food supports achievement by providing nutrition to help students learn. A health course has been added to our PCA curriculum for the 2009-2010 school year, this class is proving to be an important 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 not only to those adults seeking a GED but to those wanting to learn English as well. This is a vital service for our rural district and community which has a high migrant population.

Career and Technical Education: PCA has a Career Preparatory course designed to instruct the students in skills they will need to get a job. They are taught how to prepare a resume, how to conduct themselves in a job interview, how to conduct themselves when they are actually on the job, as well as the importance of beginning to gain experience with any type of employment that they can obtain and then work for advancement by demonstrating their capabilities to their employers.

Job Training: In addition to the employability skills gained in the Career Prep course, PCA has initiated job shadowing experience for selected student with the nutrition program in school cafeteria.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** The percentage of students scoring Level 3 on the 2014 FCAT reading will increase from 0% to 10%.

**G1.B1** Insufficient rigor, ongoing training, lack of cognitive demand on student tasks, disciplinary problems

**G1.B1.S1** Insufficient rigor will be addressed using a variety of AVID strategies including Cornell notes and deep reading techniques. Students will work in small and differentiated groups.

### PD Opportunity 1

Implement reading strategies

#### Facilitator

High School Literacy Coach Susan Barton and Martha Shiver

#### Participants

All teachers

#### Target Dates or Schedule

Teacher attend CCSS work shop and receive AVID training, occurred summer 2013 and during professional inservice days

#### Evidence of Completion

Teachers will complete CCSS by the beginning of the 2013-14 school year. AVID training will be ongoing throughout the school year planned in-service days.

**G2. WRITING SCORES WILL INCREASE TO A LEVEL 3.5 FROM 0% TO 10%**

**G2.B1** LACK OF TEACHER TRAINING IN SPECIFIC AREA STUDENT'S UNTOWARD SOCIAL BEHAVIOR STUDENT LACK OF MOTIVATION STUDENT TRUANCY NO LITERACY COACH NO CERTIFIED LANGUAGE ARTS TEACHER

**G2.B1.S1** ALL TEACHERS WILL BE TRAINED IN WRITING STRATEGIES

**PD Opportunity 1**

WILL RECEIVE WRITING STRATEGY INSTRUCTIONS

**Facilitator**

GIL VASQUEZ

**Participants**

ALL PCA TEACHERS

**Target Dates or Schedule**

BI-WEEK, THE REMAINDER OF THE SCHOOL YEAR DURING THE LAST PART OF THE WORK DAY.

**Evidence of Completion**

COMPLETION OF TRAINING WILL BE DOCUMENTED AND INSERVICE POINTS WILL BE EARNED



## Appendix 2: Budget to Support School Improvement Goals