2013-2014 SCHOOL IMPROVEMENT PLAN

Polk Pre Collegiate Academy
5316 BERKLEY RD
Auburndale, FL 33823
863-984-2443

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	14%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	22%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A		

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.

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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
Polk Pre Collegiate Academy

Principal
Cathy Carver

School Advisory Council chair
Julie Newquist

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

Name	Title
Brian Sawyer	Math Teacher/Dean
Leslie Widner	Science Teacher
Amber Jones	ESE Facilitator
Victoria Williams	English Teacher
Cathy Carver	Principal
Carrie Tapp	Guidance Counselor
Pamela Gervase	Technology/Statistics Teacher

District-Level Information

District
Polk

Superintendent
Dr. Kathryn Leroy

Date of school board approval of SIP
Pending

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

The Polk Pre-Collegiate Academy (PPCA) Board of Governors serves as the School Advisory Council.
The board is comprised of community business leaders, educators, and parents of PPCA students.
Governing Board Members
Julie Newquist - Chair
Larry Jackson - Vice Chair
Henry Manson - Secretary
Edith Henderson - Treasurer
Burke Thompson
Paul Ashcraft
Fred Rhoda

Veronica Henderson
James Reuther
The Governing Board oversees the school operations, budget and approve policies and procedures. The board approves the yearly budget and reviews it monthly. Board member elections are conducted each June at the annual meeting. Board member positions are determined at that time.
No board members are employees of the district.
Racial composition of the board:
89% White; 11% Black
Sex: 33% Female; 67% Male
Additional Meeting Participants:
Cathy Carver - School Principal
Marie Borglund - School Accountant
Victoria Williams - PPCA Teacher Liaison

Involvement of the SAC in the development of the SIP

The Board of Directors review the School Improvement Plan and goals, the school's mission and year end assessment outcomes. Each month, the board is updated on progress toward school/student progress as appropriate. The board discusses possible resources and applicable budget needs to meet the goals of the plan.
The board is active in the preparation of the accreditation review scheduled for April 2014.

Activities of the SAC for the upcoming school year

Activities of the Governing Board include, but not limited to:
-Monthly meetings to discuss progress toward goals
-Involvement in the AdvancEd Accreditation process
-Attend parent/guidance meetings as scheduled
-Community outreach through volunteer opportunities, guest speaking, educational trips

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

No funds are required to develop School Improvement Plan.

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:

Cathy Carver		
Principal	Years as Administrator: 7	Years at Current School: 9
Credentials	Masters of Educational Leadership Middle Grades Integrated Curriculum 5-9 Journalism 6-12 Business Education 6-12 Cathy Carver Principal - Polk Pre-Collegiate Academy (beginning 3rd year) Asst. Principal - Berkley Accelerated Middle School (beginning 10th year)	
Performance Record	Polk Pre-Collegiate Academy - School Grade: A 2011-2012: 100% Proficiency FCAT 2.0 Reading 2011-2012: 100% Proficiency Algebra I EOC 2012-2013 - 95% Proficiency FCAT 2.0 Reading 2012-2013 - 83% Proficiency US History EOC 2012-2013 - 93% Proficiency Geometry EOC 2012-2013 - 100% Proficiency Algebra EOC 2012-2013 - 96% Proficiency Florida Writes	

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

15

 # receiving effective rating or higher

15, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

15, 100%

 # ESOL endorsed

2, 13%

 # reading endorsed
1, 7%

 # with advanced degrees
6, 40%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
3, 20%

 # with 6-14 years of experience
8, 53%

 # with 15 or more years of experience
4, 27%

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

1. Utilize Marzano methods of evaluation along with I-Observation to retain effective staff- Principal/ Leadership
Team
2. Provide teachers with relevant professional development for content area and reading across the curriculum - Principal
3. Extend support in areas of resources, materials, technology, etc. - Principal
4. Establish time for new teachers to observe experienced teachers while instructing in the classroom - Principal
5. Provide teachers with training and resources for Common Core Standards and writing across the curriculum - Principal

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

1. Highly effective and effective teachers will mentor new teachers to provide ongoing support and resources.
2. Experienced teachers, new to the school, will be supported by their subject-specific team member.
3. Teams will meet weekly to discuss instructional issues, school policies and procedures enabling new teachers to increase their knowledge of school operations.
4. Coverage will be provided for all new teachers to observe effective and highly effective teachers within the first month of school.
5. New teachers will be observed using Marzano's iObservation program and feedback provided to help develop their teaching strategies and skills.
Experienced teacher, new to school - Tracy Butcher supported by Victoria Williams- English Honors teachers
Experienced teacher, new to school - Whitney Mulder supported by Brian Sawyer- Geometry/Algebra Honors teachers

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

During pre-planning, the staff and administration review and analyze data to communicate and generate a plan for MTSS implementation and development of the SIP. Data analysis will drive instructional strategies and allocation of resources. Professional Development opportunities will be structured to support the instructional staff in the areas of content-specific instruction, teaching strategies and Common Core implementation.

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

Cathy Carver (Principal), Brian Sawyer (Dean/Math), Carrie Tapp (Guidance Counselor), Victoria Williams (9th Grade Instructor), Pamela Gervase (Technology), Leslie Widner (Science) and Amber Jones (ESE Facilitator)
The Leadership Team coordinates the efforts of the two school grade level teams. Every full-time faculty and staff member is a member of one of the teams. Each school grade level leadership team is assigned a Team Leader who will provide data/research and reports for their team. The school grade level teams will meet before school begins in the fall to analyze student data and establish goals and actions for the SIP.
The school administrator schedules monthly school grade level teams meetings for the teams to review their relevant sections of the SIP and submit an informal report to the School Leadership Team. The Leadership Team assesses the School Grade Level Leadership Teams' reports and communicates the SIP's progress to the staff and discusses appropriate interventions.

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

The Leadership Team coordinates the efforts of the two school grade level teams. Every full-time faculty and staff member is a member of one of the teams. Each school grade level leadership team is assigned

a Team Leader who will provide data/research and reports for their team. The school grade level teams will meet before school begins to analyze student data and establish goals and actions for the SIP. The school administrator schedules monthly school grade level teams meetings for the teams to review their relevant sections of the SIP and submit an informal report to the School Leadership Team. The Leadership Team assesses the School Grade Level Leadership Teams' reports and communicates the SIP's progress to the staff.

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

Data Sources:
Tier 1 (FCAT, PERT, attendance, suspensions, discipline reports, writing rubrics, higher order questioning)
Management Sources:
Tier 1 (Pinnacle, Genesis, Progress Monitoring Reports)
Pinnacle allows for the management of attendance and grade reports.
Genesis enables input for demographics, schedules, discipline other data and generated reports.
Both teachers and administrators will access Genesis and Pinnacle reports for analysis. Data Sources:
Tier 2 (Extended reading passages, oral reading fluency, math fluency probes, higher order questioning)
Management Sources:
Tier 2 (Pinnacle, Genesis, Progress Monitoring Reports)
Pinnacle allows for the management of attendance and grade reports.
Genesis enables input for demographics, schedules, discipline other data and generated reports.
Both teachers and administrators will access Genesis and Pinnacle reports for analysis. Data Sources:
Tier 3:(Individual progress monitoring which is specific to the student and the problem.)
Management Sources:
Tier 3: (Pinnacle, Genesis, Progress Monitoring Reports)
Pinnacle allows for the management of attendance and grade reports.
Genesis enables input for demographics, schedules, discipline other data and generated reports.
Both teachers and administrators will access Genesis and Pinnacle reports for analysis.

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

The School Leadership Team will meet monthly to analyze current status, progress, and problem solving strategies using school wide academic and behavioral data. The Leadership Team will implement a multi-tiered System of Supports using data-based problem solving, including instruction for academics and behavior and providing varying levels of intensity across multiple tiers and structuring instruction/ interventions based on student need.
Personnel responsible in support areas include: Materials and Ongoing Professional Development: Cathy Carver, Principal; Modeling and Coaching: Amber Jones, ESE Facilitator; Behavior Data: Brian Sawyer. Academic and behavior systems will contain three tiers. Academic Systems: Tier1: High quality education for students in general education classroom; Tier 2: Small group interventions for students who need more support than receiving in Tier 1; Tier 3: Comprehensive & Intensive interventions for individual students. Behavior Systems: Tier 1: Universal Expectations and Supports for all students in all settings; Tier 2: Targeted Group interventions for students who need more support in addition to school-wide positive behavior program. Tier 3: Intensive interventions for students who need individualized support.

Literacy Leadership Team (LLT)

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

Name	Title
Cathy Carver	Principal
Suzie Williams	English I Honors Teacher
Tracy Butcher	English II Honors Teacher
Pam Gervase	Technology Teacher
Amber Jones	ESE Facilitator

How the school-based LLT functions

The school-based LLT functions by meeting monthly to discuss the optimization of student success, the new Common Core Standards and standardized assessment preparation. Concentration will be placed on teacher effectiveness and student achievement. Student data and progress will be analyzed to make instructional decisions regarding students who may be at risk or students not being challenged by current academics.
Classroom observations will be performed and feedback shared to in order to promote effective and relevant teaching strategies. The LLT will assist teachers school-wide with problem solving and the development of necessary interventions on an ongoing basis. Teachers will work collaboratively to evaluate implemented strategies and results.

Major initiatives of the LLT

The major initiatives of the LLT include will include: implementation of Common Core Standards, implementation of PARCC Narrative and Analytical Writing Rubric, data analysis and instructional decisions, student progress monitoring.
The LLT initiatives will ensure: a) students are exposed to rich, extended informational reading passages; (b) students are engaged and active participants in learning; (c) teachers communicate student progress with parents; (d) teachers are provided with the supports needed to help students succeed; (e) students' vocabulary base and application is extended through summarizing, writing and assessment; (f) teachers across disciplines are creating consistent writing opportunities in which students draft, edit and revise to produce a quality product.

Every Teacher Contributes to Reading Instruction

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

All teachers are evaluated using informal and informal observations. Within the observations, reading strategies are noted. Reading improvement is a school-wide initiative requiring all teachers to implement diverse reading strategies to meet the needs of their students. During monthly staff meetings, student reading progress is discussed and addressed. Teachers are provided professional development opportunities and resources as needed to increase knowledge of effective instructional and reading strategies.
Teachers' lesson plans will reflect the use of Common Core Standards to establish student expectations in reading, writing, listening and speaking. Teachers will create effective reading and writing assessments using the PARCC Narrative and Analytical Writing Rubric. The rubric uses an evaluative scale for measuring the students' ability to comprehend informational text, cite sources and organize thoughts through written work.

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

Students are identified at acceptance as members who are academically focused students and seeking the collegiate high school track. Courses are honors level delivered with rigor and relevance leading to college studies. Course selections and student schedules are streamlined to satisfy high school requirements and college coursework. The Principal and Guidance Counselor will also utilize the Student Academic Plan (SAP) to track student grades, academic accomplishments, and career goals to ensure the program is meeting the students' needs.

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

Student academic and career planning are made available by the Guidance Counselor who works closely with each student to develop a Student Academic Plan (SAP). The SAP serves as a progress monitoring and communication tool. Standardized test results, grade reporting, attendance, behavior, etc. are documented on the form. Review sessions are conducted by the Guidance Counselor, Principal and student at the end of first semester and the end of second semester. Parents are provided with a copy of the plan. The Principal and Guidance Counselor also collaborate to schedule PSAT and PERT assessments needed for advanced studies.

Strategies for improving student readiness for the public postsecondary level

PPCA's mission is to improve the college readiness levels of students by facilitating a rigorous and relevant college preparatory curriculum infused with STEM academics and an array of educational supports within a small learning environment.
-Students are given a challenging and rigorous high school curriculum including a college level course.
-Students are given the opportunity to take the PERT college placement test in ninth grade to satisfy college enrollment requirements.
-Students given the PSAT college readiness assessment in tenth grade to enhance college preparedness and increase scholarship opportunities.
-Students meet with Guidance Counselor a minimum of one time per semester to update course progress and Student Academic Plan.
-Frequent contact and advising is made with students and parents regarding community service and scholarship opportunities.

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	100%		Yes	100%
American Indian				
Asian				
Black/African American				
Hispanic				
White	100%		Yes	100%
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	17	25%	30%
Students scoring at or above Achievement Level 4	36	68%	69%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	55	69%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		15%

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	19	83%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		76%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		26%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		30%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		51%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		45%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		25%

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)	15		18
Participation in STEM-related experiences provided for students	54	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	1	0%	0%
Students in ninth grade with one or more absences within the first 20 days	4	7%	5%
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%

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

Parental involvement targets include increasing parent engagement opportunities in the following areas:
1. Parents review their child's Student Academic Plan at semester and spring.
2. Parents participate in school's Accreditation process and evaluation.
3. Parents attend college and career informational meetings provided throughout the year by Guidance Counselor.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
A minimum of 90% of parents will participate in two reviews of their child's Student Academic Plan in 2013. The first review will be conducted at the end of first semester; the second review will be conducted during May 2014.	54	100%	100%
Recruit five to seven parents for serve on the school improvement/accreditation review panel.	5	100%	100%
A minimum of 75% of parents will attend college and career informational meetings throughout the year provided by Guidance Counselor.	31	57%%	75%

Area 10: Additional Targets

Additional targets for the school

Increase the percentage of students passing all three sections of the PERT assessment before completing 10th grade.
Increase the percentage of students passing the PSAT test.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
At least 89% (27) of students will pass the PERT college readiness assessment prior to completing 10th grade.	18	88%	89%
At least 70% (22) of students will pass the PSAT test prior to completing 10th grade.	0	0%	70%

Goals Summary

G1. In 2014, at least 89% (27) 10th grade students will pass all three sections of the PERT college readiness assessment prior to completing 10th grade.

G2. In 2014, at least 50% (40) students will make learning gains on the FCAT 2.0 Reading assessment.

G3. In 2014, at least 69% (56) 9th and 10th grade students will score level 4 or higher on the FCAT 2.0 Reading assessment.

G4. In 2014, at least 90% (73) 9th and 10th grade students will score proficiency level three or higher on the FCAT 2.0 Reading assessment.

Goals Detail

G1. In 2014, at least 89% (27) 10th grade students will pass all three sections of the PERT college readiness assessment prior to completing 10th grade.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- 1. Guidance Counselor 2. Guidance/Parent Meetings 3. PERT Study Guides 4. Board practice tests (PSAT/ACT) 5. PERT/PSAT/ACT Score Reports

Targeted Barriers to Achieving the Goal
- According to trends in college placement testing, mathematics has been the most frequently failed section of the PERT. Barriers preventing students not passing the test may include non-proficient reading skills, lack of proficient mathematic skills, inadequate test taking skills and lack of test preparation resources. Additionally, PERT cut scores in all three areas (Reading, Mathematics and Writing) increased since the past year resulting in higher student performance expectations.

Plan to Monitor Progress Toward the Goal

Progress toward meeting Goal #1 will include the collection of data from PERT practice tests, PSAT/ACT practice tests and actual PERT assessment. Students will be provided with feedback according to test results. Subsequent practice test results will be recorded and tracked to ensure students are successful in meeting established goals.

Person or Persons Responsible
Guidance Counselor, Test Administrator, Principal

Target Dates or Schedule:
Fall 2013 and ongoing

Evidence of Completion:
Evidence of completion will include copies of test scores and progress tracking from subject-specific area teachers and Guidance Counselor.

G2. In 2014, at least 50% (40) students will make learning gains on the FCAT 2.0 Reading assessment.

Targets Supported

Resources Available to Support the Goal
- Professional Development: Marzano Common Core Standards and Assessment Trainings and Resources
- PSAT/ACT/PERT Test Review and Practice
- Common Core Standards/PARCC Analytical and Narrative Writing Rubric
- Marzano iObservation teacher evaluation program
- Springboard resource materials

Targeted Barriers to Achieving the Goal
- Teacher's lack of complete knowledge and application of the alignment of instruction with new Common Core Standards.
- Teacher's lack of complete knowledge and application of the alignment of Common Core Standards with PARCC Narrative and Analytical writing rubric/scale.

Plan to Monitor Progress Toward the Goal

Progress toward meeting Goal #2 will consist of using data collected from PERT/PSAT/ACT practice test results and previous year FCAT 2.0 results. Data will be analyzed by staff. Evaluative criteria for the practice assessments will be based on established cut scores. Student practice test scores indicating proficiency will require continuous review of content. Non-proficient PERT/PSAT/ACT practice test scores will be require students to participate in intense review/tutoring.

Person or Persons Responsible
Guidance Counselor, Principal

Target Dates or Schedule:
Initial practice tests will begin in September and conclude after spring FCAT assessments.

Evidence of Completion:
Practice test scores, lesson plans, teacher observations performed by administration using Marzano's iObservation, student writing samples to measure students' ability to cite informational text and measure reading comprehension

G3. In 2014, at least 69% (56) 9th and 10th grade students will score level 4 or higher on the FCAT 2.0 Reading assessment.

Targets Supported

Resources Available to Support the Goal
- Marzano Common Core Standards and Assessment Trainings and Resources
- PSAT/ACT/PERT Test Review
- Common Core Standards/PARCC Analytical and Narrative Writing Rubric
- Springboard Curriculum
- Marzano iObservation teacher evaluation program

Targeted Barriers to Achieving the Goal
- Effective alignment of Common Core Standards to instruction
- Effective alignment of Common Core Standards to Assessment

Plan to Monitor Progress Toward the Goal

Monitoring for student progress toward reading Goal #3 will consist of using data collected from PERT/PSAT/ACT practice test results and previous year FCAT 2.0 results. Data will be analyzed by staff. Evaluative criteria for the practice assessments will be based on established cut scores. Student practice test scores indicating proficiency will require continuous review of content. Non-proficient PERT/PSAT/ACT practice test scores will be require students to participate in intense review/tutoring.

Person or Persons Responsible
Principal, Guidance Counselor, staff

Target Dates or Schedule:
Fall 2013 and ongoing throughout school year

Evidence of Completion:
Practice test scores, lesson plans, teacher observations performed by administration using Marzano's iObservation, student writing samples to measure students' ability to cite informational text and measure reading comprehension

G4. In 2014, at least 90% (73) 9th and 10th grade students will score proficiency level three or higher on the FCAT 2.0 Reading assessment.

Targets Supported

Resources Available to Support the Goal
- Springboard
- PERT/ACT/SAT Practice Tests
- Professional Development on Common Core Standards and Marzano Common Core Assessment Alignment
- Common Core Standards and PARCC Writing Rubric
- Marzano iObservation program

Targeted Barriers to Achieving the Goal
- Alignment of Common Core Standards to instruction.
- Alignment of assessments to Common Core Standards.

Plan to Monitor Progress Toward the Goal

Student progress monitoring of Common Core Standards and Analytical Writing

Person or Persons Responsible
Cathy Carver (Principal) PPCA Staff will monitor student progress within classes.

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Evidence of completion will include college placement test scores and standardized test scores, teacher iObservation evaluation reports, lesson plans and student samples.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. In 2014, at least 89% (27) 10th grade students will pass all three sections of the PERT college readiness assessment prior to completing 10th grade.

G1.B1 According to trends in college placement testing, mathematics has been the most frequently failed section of the PERT. Barriers preventing students not passing the test may include non-proficient reading skills, lack of proficient mathematic skills, inadequate test taking skills and lack of test preparation resources. Additionally, PERT cut scores in all three areas (Reading, Mathematics and Writing) increased since the past year resulting in higher student performance expectations.

G1.B1.S1 Guidance Counselor will research test preparation resources and provide practice materials for students. Practice tests will be administered by designated teachers.

Action Step 1

Analysis of college placement practice test scores. Students will participate in college placement practice test session administered by Guidance Counselor and/or English II teacher. Scores will indicate skill areas in need of remediation. 10th grade students will take the PERT assessment in fall 2013. The test will be administered by the Polk State College Test Administrator. Students not passing all three sections will have scores analyzed. Scores will determine specific non-proficient skill areas. Guidance Counselor will provide students with additional study materials and practice tests. If it is determined that additional assistance is needed, a teacher will be assigned to tutor the student. Students will retake the PERT, testing only on non-proficient areas. The PERT will again be administered by the Polk State College Test Administrator.

Person or Persons Responsible

Guidance Counselor, Test Administrator and Principal

Target Dates or Schedule

Fall 2013 and ongoing

Evidence of Completion

Practice PERT/PSAT/ACT test scores and PERT scores.

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

Monitoring the fidelity of implementation will consist of the Guidance Counselor and administrator working collaboratively to analyze scores and establish individual plans for the students ranging from low intensity remediation to intense remediation/tutoring. Test scores will be compared to cut scores to determine the level of remediation. Student progress will be monitored on an ongoing basis until the ultimate goal of successfully passing the college placement test is complete.

Person or Persons Responsible

Guidance Counselor, Principal and English II Teacher

Target Dates or Schedule

Fall 2013 and ongoing

Evidence of Completion

Test scores, printed resources provided to students, teacher progress monitoring documentation.

Plan to Monitor Effectiveness of G1.B1.S1

Monitoring for effectiveness will consist of Data Analysis performed by Guidance Counselor, English teacher and Principal. As students take practice tests, scores will be documented by staff in order to track progress.

Person or Persons Responsible

Guidance Counselor, English Teacher and Principal

Target Dates or Schedule

Fall 2013 and ongoing

Evidence of Completion

Test Scores and progress monitoring data

G1.B1.S2 Students will be provided study sessions prior to taking college placement tests.

Action Step 1

After school and in-school study sessions for college placement test will be provided as needed. Students identified as needing remediation due to non-proficient college placement scores will be counseled in their area(s) of need and scheduled for study sessions.

Person or Persons Responsible

Subject area specific teacher or designee.

Target Dates or Schedule

Study session scheduled will be designed as needed and according to teacher availability.

Evidence of Completion

Study session sign in sheets and student progress monitoring

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Students will have the opportunity to receive tutoring in specific subject areas as needed.

Action Step 1

Specific subject area tutoring for non-proficient students. After school and in-school study sessions for college placement test will be provided as needed. Students identified as needing remediation, due to non-proficient college placement scores, will be counseled in their area(s) of need and scheduled for tutoring session with instructor or peer.

Person or Persons Responsible

Guidance Counselor, Principal and Teacher

Target Dates or Schedule

Fall 2013, Spring 2014 (Could be on an ongoing basis.)

Evidence of Completion

Practice test scores, student progress monitoring

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Implementation of tutoring sessions for non-proficient students.

Person or Persons Responsible

Guidance Counselor, Principal

Target Dates or Schedule

Fall 2013, Spring 2014

Evidence of Completion

Tutoring schedule, sign in sheets, student progress monitoring

Plan to Monitor Effectiveness of G1.B1.S3

Implementation of tutoring sessions.

Person or Persons Responsible

Guidance Counselor PPCA Staff

Target Dates or Schedule

Fall 2013 through May 2014

Evidence of Completion

Tutoring attendance sign-in sheet, student samples, progress charts/monitoring

G2. In 2014, at least 50% (40) students will make learning gains on the FCAT 2.0 Reading assessment.

G2.B1 Teacher's lack of complete knowledge and application of the alignment of instruction with new Common Core Standards.

G2.B1.S1 Teachers will attend faculty trainings on Common Core Standards in correlation with Marzano Common Core Standards and Assessments to increase their knowledge and application of the standards. Effective application of the new standards will increase students' reading comprehension and text analysis skills. Teachers will develop assessments and coursework to measure the students' application and knowledge of the Common Core Standards.

Action Step 1

Leadership team attends trainings in Common Core Standards, Marzano's Art and Science of Teaching strategies and Marzano's Common Core Assessments. Leadership team shares training information with staff during monthly faculty meeting(s). Teachers implement increased rigor and complexity into lessons. Ongoing. Teachers incorporates informational text in lessons for students to analyze, cite sources and effectively write claims based on supporting evidence.

Person or Persons Responsible

Leadership team, Staff, Principal

Target Dates or Schedule

Leadership Team Training received over the summer 2013. Staff training beginning Fall 2013 and ongoing throughout school year.

Evidence of Completion

Staff Meeting sign in sheets Evidence of individual and group activities performed during monthly staff meetings. Lesson Plans

Facilitator:

Leadership Team Members

Participants:

PPCA Staff

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

Implementation of Common Core Standards and Marzano Assessment alignment will be monitored for student progress toward the goal of increasing learning gains. Staff trainings will be monitored through attendance records. Implementation of the strategy will be verified through lesson plans and teacher evaluation observations. Feedback will be provided to teachers in order adjust teaching methods according to student needs. Student progress will be documented and tracked by staff members.

Person or Persons Responsible

PPCA Staff and Principal

Target Dates or Schedule

Monthly Staff trainings beginning Fall 2013 and ongoing

Evidence of Completion

Staff meeting minutes, lesson plans, teacher observations

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring for effectiveness of the implementation of Common Core Standards and Marzano Assessment Alignment will ensure student success in earning learning gains. All staff will monitor student data obtained through test scores and writing activities. Teachers will be observed using the standards and Marzano teaching strategies and feedback provided accordingly. Teachers will submit student samples for review and feedback by administration.

Person or Persons Responsible

Staff, Principal

Target Dates or Schedule

Fall 2013 and ongoing throughout the year

Evidence of Completion

Teacher observations using Marzano iObservation program. Lesson plans

G2.B2 Teacher's lack of complete knowledge and application of the alignment of Common Core Standards with PARCC Narrative and Analytical writing rubric/scale.

G2.B2.S1 Provide Professional Development to teachers on the Common Core Standards and correlation to PARCC Writing Rubric.

Action Step 1

Provide Professional Development to teachers on the PARCC Narrative and Analytical Writing Rubric in correlation to the Common Core Standards. Allow teachers the opportunity to practice scoring written work using the PARCC rubric. Assist teachers with scoring student work.

Person or Persons Responsible

Principal

Target Dates or Schedule

Fall 2013 and ongoing

Evidence of Completion

In-service sign in sheet, scored writing practice samples, student samples

Facilitator:

Principal

Participants:

Teachers and Principal

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Implementation of new PARCC Narrative and Analytical Writing Rubric. Conduct Professional Development training for staff on the writing rubric and the correlation between reading comprehension and writing. Provide teachers opportunity to score writing examples during professional development training and offer feedback. Conduct teacher evaluations using iObservation to confirm implementation of the writing rubric within lessons. Review teacher-made writing assignments and teacher scoring of assignments.

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013 and ongoing

Evidence of Completion

Professional Development sign in sheet, iObservation evaluation and feedback report, samples of teacher writing assignment and scoring, student samples of progress

Plan to Monitor Effectiveness of G2.B2.S1

Data relevant to teacher implementation of the writing rubric will be monitored through iObservation evaluation and feedback. Teacher-made writing assignments to assess reading comprehension will be reviewed for rigor and accurate scoring. Feedback will be provided to teacher through conference. Effectiveness of the strategy will be evidenced through student progress.

Person or Persons Responsible

All teachers will incorporate the writing rubric within lessons.

Target Dates or Schedule

August 2013 and ongoing

Evidence of Completion

Evidence of monitoring for effectiveness will be provided through teacher evaluation feedback, teacher scoring and student samples. Review of the collected data will be conducted on an ongoing basis.

G3. In 2014, at least 69% (56) 9th and 10th grade students will score level 4 or higher on the FCAT 2.0 Reading assessment.

G3.B1 Effective alignment of Common Core Standards to instruction

G3.B1.S1 Staff will acquire Professional Development through faculty in-service Common Core Standards in correlation with Marzano Common Core & Assessment development.

Action Step 1

Leadership team attends trainings in Common Core Standards, Marzano's Art and Science of Teaching strategies and Marzano's Common Core Assessments. Leadership team shares training information with staff during monthly faculty meeting. Teachers implement increased rigor and complexity into lessons. Teachers use informational text for students to analyze, cite sources and effectively write claims based on supporting evidence.

Person or Persons Responsible

Leadership team, Principal, PPCA Staff

Target Dates or Schedule

Fall 2013 and ongoing throughout year

Evidence of Completion

Sign in sheet, lesson plans, meeting minutes

Facilitator:

Principal

Participants:

PPCA Staff

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

Implementation of Common Core Standards and Marzano Common Core Assessment Alignment

Person or Persons Responsible

Cathy Carver (Principal)

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting minutes, lesson plans, teacher observations performed by administration using Marzano's iObservation program

Plan to Monitor Effectiveness of G3.B1.S1

Monitor results of Common Core and Assessment Alignment

Person or Persons Responsible

Cathy Carver (Cathy Carver)

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, teacher observations performed by administration using Marzano iObservation program, student samples

G3.B2 Effective alignment of Common Core Standards to Assessment

G3.B2.S1 Staff will acquire Professional Development through faculty in-service Common Core Standards in correlation with Marzano Common Core & Assessment development.

Action Step 1

Common Core Standards and Marzano Common Core Assessment Staff Inservice. Training will enable teachers to effectively design assessments in alignment to Common Core Standards. Assessment results will enable teachers to accurately measure student growth.

Person or Persons Responsible

Administrator will conduct staff training.

Target Dates or Schedule

Beginning August 2013 and ongoing

Evidence of Completion

Training sign in sheets, sample teacher-made assessments and student scores

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Implementation of Common Core Standards and Marzano Assessment in-service training and subsequent teacher-made assessment design.

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013 and ongoing

Evidence of Completion

In-service sign in sheet, iObservation teacher evaluation reports and feedback, samples of teacher-made assessment and student progress monitoring

Plan to Monitor Effectiveness of G3.B2.S1

Effectiveness of teacher-made assessments and alignment to Common Core Standards

Person or Persons Responsible

Principal, Teachers

Target Dates or Schedule

August 2013 and ongoing

Evidence of Completion

Samples of teacher-made assessments, student progress monitoring

G4. In 2014, at least 90% (73) 9th and 10th grade students will score proficiency level three or higher on the FCAT 2.0 Reading assessment.

G4.B1 Alignment of Common Core Standards to instruction.

G4.B1.S1 Professional Development for staff on Common Core Standards and Marzano's Common Core Standards and Assessment alignment.

Action Step 1

Provide Professional Development to teachers on Common Core Standards and PARCC Writing Rubric to improve the correlation between reading complex informational text and analytical writing. Provide teachers with opportunities to score writing samples and give feedback to teachers on their scores. Monitor teacher implementation of the strategies and skills through iObservation and feedback. Verify student writing practice for students in teacher lesson plans. Teachers track student progress toward learning goal.

Person or Persons Responsible

Principal, staff

Target Dates or Schedule

Fall 2013 and ongoing throughout the year

Evidence of Completion

Evidence of completion will consist of meeting minutes, lesson plans, teacher observations performed by administration and student samples

Facilitator:

Cathy Carver (Principal)

Participants:

PPCA Staff

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

Implementation of Professional Develop opportunities for staff on Common Core Standards and PARCC Narrative and Analytical Writing Rubric.

Person or Persons Responsible

Cathy Carver (Principal)

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of completion will consist of meeting minutes, lesson plans, student samples and iObservation evaluation reports performed by administration.

Plan to Monitor Effectiveness of G4.B1.S1

Implementation of Common Core Standards and PARCC Narrative and Analytical Writing Rubric.

Person or Persons Responsible

Cathy Carver (Principal), Tracy Butcher and Victoria Williams (English Instructors)

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of completion will include teacher iObservation reports, lesson plans, student samples

G4.B1.S2 Professional Development for staff on Common Core Standards and PARCC Analytical and Narrative Writing Rubric. Training will increase teacher knowledge of reading and writing correlation for effective instruction.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Alignment of assessments to Common Core Standards.

G4.B2.S1 Provide professional development opportunities for teachers on Common Core Standards and Assessment Alignment.

Action Step 1

Conduct staff in-service training on Common Core Standards and correlation to analytical writing.

Person or Persons Responsible

Cathy Carver (Principal), Tracy Butcher and Victoria Williams (English Instructors)

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of completion will include sign in sheets of participants, iObservation teacher evaluation reports performed by administration, lesson plans and student samples.

Facilitator:

Cathy Carver

Participants:

PPCA Staff

Plan to Monitor Fidelity of Implementation of G4.B2.S1

School-wide Implementation of Analytical and Narrative Writing.

Person or Persons Responsible

Principal, PPCA Staff

Target Dates or Schedule

Fall 2013 and ongoing

Evidence of Completion

Lesson Plans, student samples, teacher evaluations using iObservation

Plan to Monitor Effectiveness of G4.B2.S1

School-wide implementation of Analytical and Narrative Writing.

Person or Persons Responsible

Principal, PPCA Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring documentation, lesson plans, teacher evaluations using iObservation

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

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.

G2. In 2014, at least 50% (40) students will make learning gains on the FCAT 2.0 Reading assessment.

G2.B1 Teacher's lack of complete knowledge and application of the alignment of instruction with new Common Core Standards.

G2.B1.S1 Teachers will attend faculty trainings on Common Core Standards in correlation with Marzano Common Core Standards and Assessments to increase their knowledge and application of the standards. Effective application of the new standards will increase students' reading comprehension and text analysis skills. Teachers will develop assessments and coursework to measure the students' application and knowledge of the Common Core Standards.

PD Opportunity 1

Leadership team attends trainings in Common Core Standards, Marzano's Art and Science of Teaching strategies and Marzano's Common Core Assessments. Leadership team shares training information with staff during monthly faculty meeting(s). Teachers implement increased rigor and complexity into lessons. Ongoing. Teachers incorporates informational text in lessons for students to analyze, cite sources and effectively write claims based on supporting evidence.

Facilitator

Leadership Team Members

Participants

PPCA Staff

Target Dates or Schedule

Leadership Team Training received over the summer 2013. Staff training beginning Fall 2013 and ongoing throughout school year.

Evidence of Completion

Staff Meeting sign in sheets Evidence of individual and group activities performed during monthly staff meetings. Lesson Plans

G2.B2 Teacher's lack of complete knowledge and application of the alignment of Common Core Standards with PARCC Narrative and Analytical writing rubric/scale.

G2.B2.S1 Provide Professional Development to teachers on the Common Core Standards and correlation to PARCC Writing Rubric.

PD Opportunity 1

Provide Professional Development to teachers on the PARCC Narrative and Analytical Writing Rubric in correlation to the Common Core Standards. Allow teachers the opportunity to practice scoring written work using the PARCC rubric. Assist teachers with scoring student work.

Facilitator

Principal

Participants

Teachers and Principal

Target Dates or Schedule

Fall 2013 and ongoing

Evidence of Completion

In-service sign in sheet, scored writing practice samples, student samples

G3. In 2014, at least 69% (56) 9th and 10th grade students will score level 4 or higher on the FCAT 2.0 Reading assessment.

G3.B1 Effective alignment of Common Core Standards to instruction

G3.B1.S1 Staff will acquire Professional Development through faculty in-service Common Core Standards in correlation with Marzano Common Core & Assessment development.

PD Opportunity 1

Leadership team attends trainings in Common Core Standards, Marzano's Art and Science of Teaching strategies and Marzano's Common Core Assessments. Leadership team shares training information with staff during monthly faculty meeting. Teachers implement increased rigor and complexity into lessons. Teachers use informational text for students to analyze, cite sources and effectively write claims based on supporting evidence.

Facilitator

Principal

Participants

PPCA Staff

Target Dates or Schedule

Fall 2013 and ongoing throughout year

Evidence of Completion

Sign in sheet, lesson plans, meeting minutes

G4. In 2014, at least 90% (73) 9th and 10th grade students will score proficiency level three or higher on the FCAT 2.0 Reading assessment.

G4.B1 Alignment of Common Core Standards to instruction.

G4.B1.S1 Professional Development for staff on Common Core Standards and Marzano's Common Core Standards and Assessment alignment.

PD Opportunity 1

Provide Professional Development to teachers on Common Core Standards and PARCC Writing Rubric to improve the correlation between reading complex informational text and analytical writing. Provide teachers with opportunities to score writing samples and give feedback to teachers on their scores. Monitor teacher implementation of the strategies and skills through iObservation and feedback. Verify student writing practice for students in teacher lesson plans. Teachers track student progress toward learning goal.

Facilitator

Cathy Carver (Principal)

Participants

PPCA Staff

Target Dates or Schedule

Fall 2013 and ongoing throughout the year

Evidence of Completion

Evidence of completion will consist of meeting minutes, lesson plans, teacher observations performed by administration and student samples

G4.B2 Alignment of assessments to Common Core Standards.

G4.B2.S1 Provide professional development opportunities for teachers on Common Core Standards and Assessment Alignment.

PD Opportunity 1

Conduct staff in-service training on Common Core Standards and correlation to analytical writing.

Facilitator

Cathy Carver

Participants

PPCA Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of completion will include sign in sheets of participants, iObservation teacher evaluation reports performed by administration, lesson plans and student samples.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In 2014, at least 89% (27) 10th grade students will pass all three sections of the PERT college readiness assessment prior to completing 10th grade.	$500
G2.	In 2014, at least 50% (40) students will make learning gains on the FCAT 2.0 Reading assessment.	$1,000
	Total	$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development		Total
Operating budget		$1,500	$1,500
Operating Budget		$0	$0
Total		$1,500	$1,500

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G1. In 2014, at least 89% (27) 10th grade students will pass all three sections of the PERT college readiness assessment prior to completing 10th grade.

G1.B1 According to trends in college placement testing, mathematics has been the most frequently failed section of the PERT. Barriers preventing students not passing the test may include non-proficient reading skills, lack of proficient mathematic skills, inadequate test taking skills and lack of test preparation resources. Additionally, PERT cut scores in all three areas (Reading, Mathematics and Writing) increased since the past year resulting in higher student performance expectations.

G1.B1.S1 Guidance Counselor will research test preparation resources and provide practice materials for students. Practice tests will be administered by designated teachers.

Action Step 1

Analysis of college placement practice test scores. Students will participate in college placement practice test session administered by Guidance Counselor and/or English II teacher. Scores will indicate skill areas in need of remediation. 10th grade students will take the PERT assessment in fall 2013. The test will be administered by the Polk State College Test Administrator. Students not passing all three sections will have scores analyzed. Scores will determine specific non-proficient skill areas. Guidance Counselor will provide students with additional study materials and practice tests. If it is determined that additional assistance is needed, a teacher will be assigned to tutor the student. Students will retake the PERT, testing only on non-proficient areas. The PERT will again be administered by the Polk State College Test Administrator.

Resource Type

Professional Development

Resource

PERT Study Guide Resources, PSAT materials, ACT practice booklets

Funding Source

Operating Budget

Amount Needed

$500

G2. In 2014, at least 50% (40) students will make learning gains on the FCAT 2.0 Reading assessment.

G2.B1 Teacher's lack of complete knowledge and application of the alignment of instruction with new Common Core Standards.

G2.B1.S1 Teachers will attend faculty trainings on Common Core Standards in correlation with Marzano Common Core Standards and Assessments to increase their knowledge and application of the standards. Effective application of the new standards will increase students' reading comprehension and text analysis skills. Teachers will develop assessments and coursework to measure the students' application and knowledge of the Common Core Standards.

Action Step 1

Leadership team attends trainings in Common Core Standards, Marzano's Art and Science of Teaching strategies and Marzano's Common Core Assessments. Leadership team shares training information with staff during monthly faculty meeting(s). Teachers implement increased rigor and complexity into lessons. Ongoing. Teachers incorporates informational text in lessons for students to analyze, cite sources and effectively write claims based on supporting evidence.

Resource Type

Professional Development

Resource

Marzano Common Core Training

Funding Source

Operating budget

Amount Needed

$1,000