

Hardee County Schools

Pioneer Career Academy



2020-21 Schoolwide Improvement Plan

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Pioneer Career Academy

200 S FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/pioneer_career

Demographics

Principal: Karen Gustinger

Start Date for this Principal: 8/17/2020

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

School Board Approval

This plan was approved by the Hardee County School Board on 10/8/2020.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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Pioneer Career Academy

200 S FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/pioneer_career

School Demographics

| School Type and Grades Served (per MSID File) | 2019-20 Title I School | 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 6-12 | No | % |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Alternative Education | No | % |

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Hardee County School Board on 10/8/2020.

SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

"Empower and inspire all students for success".

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|------------------|-----------|---|
| Gustinger, Karen | Principal | The Principal/Director of Pioneer Career Academy (PCA) plays a leadership role in developing the instructional team members' understanding of student needs, efforts to maximize their capabilities, and cultivate a positive school environment and culture. For the instructional team members to develop individual capacity in the students, they need guidance on their roles and responsibilities to understanding the change we are seeking and its overall impact on the learning environment. The task of developing strategies to improve instruction and to better meet students' overall needs then rests with the Principal/Director. The instructional team, led by the Principal/Director, shares responsibility for a cycle of continuous improvement and academic growth in the classroom, an in-depth understanding of the school's climate and culture, and for recognizing barriers, correctional actions, and accommodations specific to each individual student. Instructional team members collect data through student performance indicators, classroom observations, and teaching artifacts to mutually share and continuously consider the next steps to develop and maintain a healthy school culture, positive environment, and school-wide improvement. |

Demographic Information

Principal start date

Monday 8/17/2020, Karen Gustinger

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

2

Demographic Data

| | |
|--|--|
| 2020-21 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 6-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2019-20 Title I School | No |
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| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

Early Warning Systems**Current Year**

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|---|---|---|---|----|----|----|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 1 | 3 | 12 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 1 | 0 | 0 | 5 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 3 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 3 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 10 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 0 | 2 | 10 |

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 8/17/2020

Prior Year - As Reported

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

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

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

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

The number of students identified as retainees:

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

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 43% | 56% | 0% | 32% | 53% |
| ELA Learning Gains | 0% | 46% | 51% | 0% | 37% | 49% |
| ELA Lowest 25th Percentile | 0% | 43% | 42% | 0% | 26% | 41% |
| Math Achievement | 0% | 47% | 51% | 0% | 27% | 49% |
| Math Learning Gains | 0% | 42% | 48% | 0% | 31% | 44% |
| Math Lowest 25th Percentile | 0% | 48% | 45% | 0% | 31% | 39% |
| Science Achievement | 0% | 68% | 68% | 0% | 50% | 65% |
| Social Studies Achievement | 0% | 51% | 73% | 0% | 51% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | Total |
|-----------|-----------------------------------|-----|-----|-----|-----|-----|-----|-------|
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| | (0) | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

Grade Level Data

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

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

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

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

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

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 67% | -67% | 67% | -67% |
| 2018 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 59% | -59% | 71% | -71% |
| 2018 | 0% | 48% | -48% | 71% | -71% |
| Compare | | 0% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | 0% | 52% | -52% | 68% | -68% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 53% | -53% | 61% | -61% |
| 2018 | 0% | 69% | -69% | 62% | -62% |
| Compare | | 0% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 53% | -53% | 57% | -57% |
| 2018 | 0% | 39% | -39% | 56% | -56% |
| Compare | | 0% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |

ESSA Data

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

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

Analysis**Data Reflection**

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

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

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

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

Contributing factors regarding last year's performance and trends include transitioning to home educational services on the virtual platform due to the Covid-19 pandemic. This factor will continue to

affect students' academic gains with the implementation of alternative services being provided on the virtual platform for the 20-21 school year.

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

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

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

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

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

Science Achievement

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

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

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

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

ELA 6-8

In 2018, District was 12 percentage points lower than State, in 2019 District was 10 percentage points

lower than State. These gains equal a narrowing of the performance gap in ELA proficiency scores by 2 percentage points or 17% from 2018 to 2019.

Math 6-8

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

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

Science 6-12

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Low reading and math gains
Low attendance
Behavior maladjustment

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Because ELA is the area of focus and is foundational to all other courses, students who do not make expected academic gains and progress in content courses will be offered additional tutoring and alternative remediation. All courses provided through the virtual platform will be supported through the use of Guided Reading notes, creation of Cornell notes, and Smart Maps to support reading comprehension and engagement. iReady will be implemented for all Level 1 and 2 readers and those who did not make appropriate academic gains in 1819. Students who do not make expected academic gains and progress will be offered additional tutoring and alternative remediation.

Measurable Outcome:

All students will experience one year of academic gains in ELA. All level 1 and 2 readers will experience more than one year of academic gains in ELA.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Teachers will utilize assessment data to modify instruction to meet the needs of individual learners through targeted interventions. All courses provided through the virtual platform will be supported through the use of Guided Reading notes, creation of Cornell notes, and Smart Maps to support reading comprehension and engagement. iReady will be implemented for all Level 1 and 2 readers and those who did not make appropriate academic gains in 1819. Students who do not make expected academic gains and progress will be offered additional tutoring and alternative remediation.

Rationale for Evidence-based Strategy:

By using the assessment data to modify instruction with targeted interventions, teachers will be able to identify and focus on student achievement barriers related to reading comprehension. All courses provided through the virtual platform will be supported through the use of Guided Reading notes, creation of Cornell notes, and Smart Maps to support reading comprehension and engagement. iReady will be implemented for all Level 1 and 2 readers and those who did not make appropriate academic gains in 1819. Students who do not make expected academic gains and progress will be offered additional tutoring and alternative remediation.

Action Steps to Implement

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

Person Responsible

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Reading comprehension and learning skills strategies will be implemented school wide and in all courses. Good attendance practices will be promoted and goals set to improve attendance from the previous year. Parents will be targeted for frequent communication and relationship building in an attempt to avoid truancy and unexcused absences.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school addresses building a positive school culture and environment by focusing to act in supportive ways to identify and address the resiliency issues acting as barriers to student success. Teachers review students data for trends and implement interventions based on the individual needs of the student. As a rule, all stakeholders participate in a culture that outwardly values trust, respect, and high expectations and a positive school environment. Different groups of internal and external stakeholder groups are utilized to address the specific needs of the individual students including mental health counseling, drug abuse counseling, community homelessness programs, and other various social services as appropriate. In extreme situations, Interagency staffings are organized through the DCF Community Liaison to provide a higher level of services from different entities in the community.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

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|--------|--------|---|--------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| Total: | | | \$0.00 |