

Polk County Public Schools

# Polk Pre Collegiate Academy



2021-22 Schoolwide Improvement Plan

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## Polk Pre Collegiate Academy

111 AVENUE R NE, Winter Haven, FL 33881

<http://ppcacademy.net>

### Demographics

**Principal: Jennifer Griffin Vandergriff**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-10
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	35%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: A (79%) 2017-18: A (82%) 2016-17: A (74%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

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

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

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

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

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

111 AVENUE R NE, Winter Haven, FL 33881

<http://ppcacademy.net>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-10	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	40%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Mission Statement: Polk Pre-Collegiate Academy (PPCA) is committed to providing every student with challenging learning opportunities and academic support that motivates and empowers them to achieve college and career readiness through a rigorous STEAM (Science, Technology, Engineering, Arts, and Mathematics) program set within a small and safe learning environment.

#### Provide the school's vision statement.

Polk Pre-Collegiate Academy (PPCA) is a unique 9th and 10th grade Academy of Applied Discovery program where instructors expose learners to innovative STEAM experiences and guide them through relevant application and evaluation of those experiences. PPCA's goal is to prepare academically focused students, with college aspirations, to earn highly-qualified admission status to one of the Polk State College collegiate high schools. PPCA strives to evolve in the areas of Science, Technology, Engineering, Arts and Mathematics to meet the demands of local and global communities.

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Scott, Joy	Principal	
Gervase, Pam	Teacher, K-12	
Tapp, Carrie	School Counselor	
Thompson, Michelle	Teacher, K-12	
Thompson, Auburn	Teacher, K-12	
Williams, Victoria	Teacher, K-12	
Figueroa, Ana	Teacher, ESE	

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Jennifer Griffin Vandergriff

**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.*

1

**Total number of teacher positions allocated to the school**

6

**Total number of students enrolled at the school**

150

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

0

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

**Demographic Data****Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	72	69	0	0	141	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	7	11	0	0	18	
One or more suspensions	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	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	3	3	0	0	6	

**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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	2	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**

Friday 9/10/2021

**2020-21 - 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	0	0	77	70	0	0	147
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	3	0	0	3
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	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**The number of students identified as retainees:**

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

**2020-21 - 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	0	0	77	70	0	0	147
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	3	0	0	3
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	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**The number of students identified as retainees:**



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

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				87%	47%	56%	90%	46%	56%
ELA Learning Gains				64%	46%	51%	79%	47%	53%
ELA Lowest 25th Percentile				68%	37%	42%	72%	39%	44%
Math Achievement				84%	43%	51%	81%	44%	51%
Math Learning Gains				51%	45%	48%	68%	42%	48%
Math Lowest 25th Percentile					44%	45%		38%	45%
Science Achievement				98%	58%	68%	98%	65%	67%
Social Studies Achievement				100%	61%	73%	83%	63%	71%

### Grade Level Data Review - State Assessments

**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
09	2021					
	2019	83%	45%	38%	55%	28%
Cohort Comparison						
10	2021					
	2019	90%	42%	48%	53%	37%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	98%	54%	44%	67%	31%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	100%	57%	43%	70%	30%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	75%	50%	25%	61%	14%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	83%	53%	30%	57%	26%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

9th Grade - MathXL, PMRN, Cambium, MIWrite, Commonlit, Teacher made assessments, Florida EOC and FSA assessments

10th Grade - MathXL, PMRN, Cambium, MIWrite, Commonlit, Teacher made assessments, Florida EOC and FSA assessments

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.1%	81.6%	59.4%
	Economically Disadvantaged	40%	84%	57%
	Students With Disabilities	0%	60%	29%
	English Language Learners	50%	100%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	9.3%	39.5%
	Economically Disadvantaged	0%	0%	42.9%
	Students With Disabilities	0%	28.6%	14.3%
	English Language Learners	0%	0%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.1%	90.3%	79%
	Economically Disadvantaged	45.5%	100%	
	Students With Disabilities	20%	60%	
	English Language Learners	50%	100%	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	85%	91%	59%
	Economically Disadvantaged	78%	78%	57%
	Students With Disabilities	-	-	-
	English Language Learners	0%	100%	50%

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	73.4%	79%	81%
	Economically Disadvantaged	75%	75%	40%
	Students With Disabilities	25%	50%	50%
	English Language Learners	50%	50%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	25.9%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	33.3%
	English Language Learners	0%	0%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.1-	90.3-	-79
	Economically Disadvantaged	45.5-	-100	-
	Students With Disabilities	-20	-60	-
	English Language Learners	50-	100-	-
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	73%	79%	86%
	Economically Disadvantaged	75%	75%	40%
	Students With Disabilities	25%	50%	50%
	English Language Learners	50%	50%	0%

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
BLK	55	50									
HSP	69	52	60	67	25		75	79			
WHT	83	62	53	74	55		79	89			
FRL	72	55		63	13		80	81			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	81	61	70	86	64		100	100			
WHT	90	69	69	82	47		97	100			
FRL	81	55	70	85	69		100	100			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	84	68	70				100				
WHT	92	81	67	82	71		96	89			
FRL	71	68	54				92	69			

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

Math learning gains were 39% in 2021 and ELA learning gains were 58%, both indicating decreases in learning gains and proficiency levels. Student reading interests were surveyed and addressed.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

ELA showed a 6% schoolwide decline in learning gains. Math showed a 12% schoolwide decline in learning gains. Math learning gains were 39% and ELA learning gains were 58%, both indicating decreases in proficiency levels.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Possible factors include the high level of interest in social media, video games, etc. that may disengage students from homework and skills practice, and the effects of distance learning on educational habits.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Social Studies went from 83% achievement to 100%.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

Change in personnel.

#### **What strategies will need to be implemented in order to accelerate learning?**

In addition to using the school-wide Marzano instructional framework to plan for and implement instruction, Weekly monitoring of implementation documentation for SWDs and ELLs, and returning to traditional classroom setting.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

1. Professional Development on MTSS Training and Pre-Planning Days.
2. Progress Monitoring Data Analysis- ongoing/quarterly
3. Coaching
4. Lesson Plan (to include mindfulness and brain break activities) and Classroom Observation- ongoing
5. Weekly Implementation Documentation Monitoring and Conferencing
6. Quarterly PLC shared at grade level meetings

#### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

1. Professional Learning Communities Documentation and Monitoring
2. Coaching - Implementation Documentation and Teacher Conferencing
3. Lesson Plan (to include mindfulness and brain break activities) and Classroom Observation-ongoing
4. Quarterly PLC will be shared at grade level meetings

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to B.E.S.T. Standards

<b>Area of Focus Description and Rationale:</b>	Teachers will implement highly effective strategies to deliver instruction based on B.E.S.T. Math Florida Standards to increase student proficiency, specifically in learning gains, the lowest 25%, and SWDs. In order to increase proficiency across grade levels, the lowest 25%, and SWDs, teachers will implement highly effective strategies of instruction (modeling, reinforcement, reflection, engagement activities, building relationships) and work as a department to coach and collaborate ensuring data and assessments reflect growth.
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**Measurable Outcome:** Learning gains in Math will increase by at least 5%.

**Monitoring:** This area focus will be monitored through classroom observations, lesson plans, progress monitoring, conferences with teachers, and FSA/Progress monitoring data.

**Person responsible for monitoring outcome:** Joy Scott (joy.scott@ppcacademy.net)

**Evidence-based Strategy:** In addition to using the school-wide Marzano instructional framework to plan for and implement instruction, teachers will implement highly effective strategies of instruction (modeling, reinforcement, reflection, engagement activities, building relationships) and work within our professional learning communities to coach and collaborate ensuring data and assessments reflect growth.

**Rationale for Evidence-based Strategy:** Based on data, continuous MTSS monitoring and services will support Tier 2 and Tier 3 with the necessary small group instruction and or the individualized instruction, need for achieving desired mastery levels. Implementation documentation will be monitored.

#### Action Steps to Implement

1. Professional Development on MTSS Training and Pre-Planning Days.
2. Progress Monitoring Data Analysis- ongoing/quarterly
3. Coaching
4. Lesson Plan and Classroom Observation- ongoing
5. Quarterly PLC shared grade level meetings

**Person Responsible:** Joy Scott (joy.scott@ppcacademy.net)



**#2. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	By strengthening trauma-sensitive classrooms, teachers will further develop relationships to help foster growth with students.
<b>Measurable Outcome:</b>	An increase in Math and ELA FSA learning gains scores by at least 10%, increase in strategies documented in lesson plans, and visible in classroom observations.
<b>Monitoring:</b>	This area focus will be monitored through classroom observations, lesson plans, progress monitoring, conferences with teachers, and FSA/Progress monitoring data.
<b>Person responsible for monitoring outcome:</b>	Joy Scott (joy.scott@ppcacademy.net)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Professional Development on mental health by February 10, 2022.</li> <li>2. Progress Monitoring Data Analysis- ongoing/quarterly</li> <li>3. Coaching</li> <li>4. Lesson Plan and Classroom Observation- ongoing</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	Based on data and strategies acquired through the YMHFA training, will facilitate the detection of mental health challenges for youth, and guide the process of monitoring and providing the support necessary for student development.

**Action Steps to Implement**

1. Professional Development on mental health by February 10, 2022 and Pre-Planning Days.
2. Progress Monitoring Data Analysis- ongoing/quarterly
3. Coaching
4. Lesson Plan and Classroom Observation- ongoing
5. Quarterly Implementation Documentation Monitoring and Conferencing
6. Quarterly PLC shared grade level meetings

**Person Responsible** Joy Scott (joy.scott@ppcacademy.net)

**#3. Instructional Practice specifically relating to B.E.S.T. Standards**

<b>Area of Focus Description and Rationale:</b>	Teachers will implement highly effective strategies to deliver instruction based on B.E.S.T. ELA Florida Standards to increase student proficiency, specifically in learning gains, the lowest 25%, and SWDs. In order to increase proficiency across grade levels, the lowest 25%, and SWDs, teachers will implement highly effective strategies of instruction (modeling, reinforcement, reflection, engagement activities, building relationships) and work as a department to coach and collaborate ensuring data and assessments reflect growth.
<b>Measurable Outcome:</b>	As measured by the FSA ELA assessment, learning gains will increase by 6% and/or 65% of students will demonstrate at least one year's growth.
<b>Monitoring:</b>	This area of focus will be monitored through quarterly classroom observations, lesson plans, progress monitoring, conferences with teachers, ESE coordinator, and Guidance counselor.
<b>Person responsible for monitoring outcome:</b>	Joy Scott (joy.scott@ppcacademy.net)
<b>Evidence-based Strategy:</b>	In addition to using schoolwide Marzano Instructional Framework to plan for and implement instruction, teachers will implement highly effective strategies of instruction (modeling, reinforcement, reflection, engagement activities, building relationships) and work within our professional learning communities to coach and collaborate ensuring data and assessments reflect growth.
<b>Rationale for Evidence-based Strategy:</b>	Based on data, continuous MTSS monitoring and services will support Tier 2 and Tier 3 with the necessary small group instruction and or the individualized instruction, need for achieving desired mastery levels. Implementation documentation will be monitored.

**Action Steps to Implement**

1. Professional Development on MTSS Training and Pre-Planning Days.
2. Progress Monitoring Data Analysis- ongoing/quarterly
3. Coaching
4. Lesson Plan and Classroom Observation- ongoing
5. Quarterly PLC shared grade level meetings

**Person Responsible** Joy Scott (joy.scott@ppcacademy.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**There have been zero reported issues with SafeSchoolsforAlex.org. We take a preemptive role with disciplinary issues by close personal relationships with students. In addition to our staff counsellor, each student has a homeroom teacher who checks in regularly to listen to concerns and address any budding issues. School culture and environment will be monitored through the lens of behavior and discipline data by analyzing any minor issues and evaluating how our culture can help minimize those so that they do not become major issues.**

#### **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.**

Students want ownership of learning and school involvement. Surveys are sent to students and parents to seek input and responses that drive purchases, activities, and more. The school's theme of "Be the One" is evident around the campus and infused within daily interactions and outreach projects, including our annual 5k charity run supporting local organizations. Our small community enables our stakeholders to develop positive and caring relationships. Initiatives involving anti-bullying are also implemented each school year.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Stakeholders and their roles in promoting positive school culture are as follows:

Students - Provide input through surveys and feedback, Student government leadership provide ideas for activities and environmental factors, speak freely with faculty and administration about concerns.

Parents – Provide input through surveys and feedback, provided opportunities for volunteerism and encouraging students to participate.

Community – Recipients of service and outreach projects organized by PPCA, provide resources for special events.

Faculty/Staff/Administration - Maintain a positive attitude, support students both academically and emotionally, work to identify and correct areas of weakness to make PPCA even better.

Board of Directors – Members of the community who make decisions to guide what they believe are in the best interest of all PPCA stakeholders.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		300-Purchased Services	8002 - Polk Pre Collegiate Academy	Title II		\$5,000.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		300-Purchased Services	8002 - Polk Pre Collegiate Academy	Title II		\$5,000.00
3	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards				\$0.00
Total:						\$10,000.00