

Hardee County Schools

# Pioneer Career Academy



## 2021-22 Ungraded Schoolwide Improvement Plan

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## Pioneer Career Academy

200 S FLORIDA AVE, Wauchula, FL 33873

[www.hardee.k12.fl.us/pioneer\\_career](http://www.hardee.k12.fl.us/pioneer_career)

### Demographics

**Principal: Karen Gustinger**

Start Date for this Principal: 7/1/2016

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## 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".

**Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

The population unique to our school tend to have higher levels of resiliency issues that the common Hardee County student. These resiliency issues commonly include barriers in areas of attendance and academic progress and often include elements which require specific/individual intervention such as social-emotional, drug and alcohol, and/or behavioral challenges.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
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Gustingar, Karen	Associate Director	<p>The Principal/Associate Director of Pioneer Career Academy (PCA) plays a leadership role in developing the instructional team members' understanding of individual student needs, interventions to maximize teachers' capabilities to support student success, 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(s) we are seeking in individual students 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/Associate Director. The instructional team, led by the Principal/Associate 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. Leadership and instructional team members collect data through student performance indicators, classroom observations, and teaching artifacts to mutually participate, share in, and continuously consider the next steps to develop and maintain a healthy school culture, positive environment, and school-wide improvement based on stakeholder input, trust, respect, and high expectations for all.</p>
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**Is education provided through contract for educational services?**

Yes

**If yes, name of the contracted education provider.**

Edgenuity

**Demographic Information**

**Principal start date**

Friday 7/1/2016, Karen Gustinger

**Number of teachers with professional teaching certificates?**

4

**Number of teachers with temporary teaching certificates?**

0

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

4

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

14

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

1

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

3

**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	1	5	3	5	0	0	14
Attendance below 90 percent	0	0	0	0	0	0	0	1	5	3	5	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	5	3	5	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	1	5	3	5	0	0	14
Course failure in Math	0	0	0	0	0	0	0	1	5	3	5	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	4	2	4	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	2	2	3	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	4	2	4	0	0	11

**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	1	5	3	5	0	0	14

**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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 7/20/2021

**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	4	2	3	5	0	0	14
Attendance below 90 percent	0	0	0	0	0	0	0	4	2	3	5	0	0	14
One or more suspensions	0	0	0	0	0	0	0	4	2	3	5	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	4	2	2	3	0	0	11
Course failure in Math	0	0	0	0	0	0	0	4	2	2	3	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	4	2	2	3	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	4	2	3	3	0	0	12

**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	4	2	3	5	0	0	14

**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	0
Students retained two or more times	0	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					43%	56%		41%	56%
ELA Learning Gains					46%	51%		56%	53%
ELA Lowest 25th Percentile					43%	42%		47%	44%
Math Achievement					47%	51%		45%	51%
Math Learning Gains					42%	48%		49%	48%
Math Lowest 25th Percentile					48%	45%		52%	45%
Science Achievement					68%	68%		46%	67%
Social Studies Achievement					51%	73%		54%	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
06	2021					
	2019	0%	47%	-47%	54%	-54%
Cohort Comparison						
07	2021					
	2019	0%	38%	-38%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	40%	-40%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	44%	-44%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	44%	-44%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	59%	-59%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	53%	-53%	46%	-46%
Cohort Comparison		0%				



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	36%	-36%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	67%	-67%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	59%	-59%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	53%	-53%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	53%	-53%	57%	-57%

**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
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

**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	
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 Analysis**

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

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?**

No low performing ESSA Groups identified for school.

**Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?**

No low performing ESSA Groups identified for school.

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

The area in greatest need of improvement is ELA based on a drop in Level 3 or above FSA ELA from 48% to 46% from 2019 to 2021. The 2021 FSA data shows the specific component of this area to be reading comprehension.

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

Trends identified from District data disaggregation of the 1819 and 2021 FSA results indicate the following District trends. Secondary grade levels (6-12) have shown a drop in Level 3 and above FSA ELA scores from 48% in 2019 to 46% in 2021 as compared to the State scores of 55% and 52% respectively.

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

Strategies needed to be implemented in order to accelerate learning for this school's specific demographic include targeted reading and discipline interventions to enhance student academic gains, improve reading level, and return student to regular placement.

**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.**

Professional development opportunities that will be provided at the school level to support teachers and leaders includes classroom reading strategies focused on implementation of organizational reading supports such as Guided Reading notes, WICOR strategies, and Cornell notes and reading comprehension strategies in all courses. Additionally, professional development on social emotional and resilience issues students may deal with will help teachers and administration in supporting discipline issues and motivation.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Area of focus was identified through analysis of District ELA reading trends as compared to that of the State. Reading gains are identified as critical to support student progression, academic gains in all subject areas, and progress towards meeting graduation requirements.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All ELA Level 1 and 2 readers will experience one year of academic gains in reading as assessed on the 2122 ELA FSA.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored on a weekly basis by classroom teachers and targets will be adjusted on a monthly basis through Teacher/Administrator/Student data chats based on progress and learner response to intervention.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

This area of focus will be addressed through evidence based strategies including individual targeted reading interventions and modified instruction based on current FSA data. A variety of classroom assessment data sources will be used to drive instruction including iReady diagnostics and remediation lessons, Edgenuity assessments and direct instruction prescribed for individual student needs. Reading skills and organization in the form of Guided Reading notes, WICOR, and Cornell notes will be supported in all students and supported in all courses with a heightened focus on comprehension.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Addressing individual student needs using a variety of sources of data to inform instruction, intervening through a variety of targeted instructional methods, and reviewing frequently for progress will assure the appropriate interventions are applied to address individual students' needs, that adequate progress in being made, and adjusted to interventions are made if adequate progress is not made.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

iReady diagnostics and remediation - Daily 30 minutes

Direct Reading Instruction - Edgenuity

Assessment mastery - Edgenuity

Reading skills supported in all courses - Guided Reading notes, WICOR strategies, & Cornell notes as organizational support for comprehension

**Person Responsible**

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

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress

All ESSA subgroups meet 41% threshold according to Federal Index.

monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

**#2. Culture & Environment specifically relating to Discipline**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

The rationale for this area of focus is identified as a critical need as this is the alternative educational setting for the District. Students are typically enrolled for a temporary, short term placement. Data on students with multiple and extended placements shows significant disruption of academic progress and increased dropout rates.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Alternatively placed students will return to their regular educational placement after one semester, continue to make academic progress, and not return to the alternative placement.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored on a yearly basis through evaluation of student placement, GPA, and total credits.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence based strategy implemented will include Positive Behavior Supports, youth mental health and drug/alcohol referrals for individual and family counseling, and compliance training for individual students struggling to remain in the educational setting because of behavior.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students placed in the alternative setting typically fall within one of three categories including drugs/alcohol on campus, felony charges, and excessive behavior/non-compliance in the educational setting so severe it interrupts learning. Resources and interventions targeted to specifically address the student's barrier to success have greater outcomes in supporting students' success .

**Action Steps to Implement:**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Mental Health referral for Youth/Family counseling  
 Referral for drug/alcohol counseling and testing  
 Compliance training

**Person Responsible**

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

**Monitoring ESSA Impact:**  
 If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

All ESSA subgroups meet 41% threshold according to Federal Index.

## 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.

The school addresses building a positive school culture and environment through an imbedded system of support and communication to ensure all stakeholders have a voice and that that voice is respected and valued. This is done through individually assessing student and family needs, implementing a system of frequent and positive communication with all stakeholders, establishing an environment that explicitly values ideas and relationships, and working to develop each stakeholder's understanding of their roles in student success. A broad frame of stakeholders participate to establish and maintain high expectations for student success and participate in brainstorming and implementation to establish and maintain a positive school culture. Stakeholders are influential in supporting the District mission and vision statements and understand their individual role in the District meeting organizational goals and objectives by employing a variety of improvement strategies.

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

School Administrator- Brings stakeholders together to determine barriers and available resources. Aligns appropriate resources to promote student success, preserve equity, and build and maintain a positive culture and environment.

Instructional Staff - Identify early warning indicators that threaten equity and a positive school culture and environment. Address in real time and communicate with Administration and other appropriate stakeholders to positively influence culture and environment and enhance equity in the school.

District Administrators - Provide additional resources for student success and preserve equity.

Students - Communicate barriers to success and self advocate for and participate in a positive school culture and environment.

Parents - Communicate barriers to success and self advocate for and participate in a positive school culture and environment.

Community Stakeholders - Provide an enhanced level of support and social services to address barriers to establish, maintain, and enhance a positive school culture and environment for every student.