

Pioneer Career Academy



2014-15 School Improvement Plan

Pioneer Career Academy

2630 ACADEMY DR, Zolfo Springs, FL 33890

www.hardee.k12.fl.us/pioneer_career

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

"Preparing students to be contributing, responsible citizens."

Provide the school's vision statement

"Building learning partnerships with home, school, and community to ensure personal and academic excellence."

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

1. Teacher/Parent conference
2. Teacher/student conversation
3. Opportunity for class-room presentation by students
4. Small community allows for outside interaction such as school sporting events, YMCA, conversations in street.

Describe how the school creates an environment where students feel safe and respected before, during and after school

1. Students are reviewed often on what is expected of them on campus.
2. Students receive their announcements from principal in person each day.
3. Principal reminds students of open door policy to listen to their concerns.
4. Students have an active student spokes-person with access to the principal.
5. Teachers and staff do not talk down or disrespectfully to students.
6. Teachers and staff follow up on students behavior and academic progress.
7. All staff take time to speak one on one to students as needed or requested by student.
8. For overall school performance; Teachers cooperatively choose "student of the week."
9. For single class room performance; Teachers individually select an 'Honorable Mention'

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

In addition to the above mentioned action.

1. All staff are trained in Crisis Prevention Intervention.
2. New phones have been acquired to ensure no 'all calls' disrupt class.
3. Announcements are made once a day.
4. Additional information is sent out via e-mail.
5. Visitors are directed through office and their requests addressed.
6. Disruptions are quickly and quietly addressed by allowing student trip to office.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

1. School provides psychologist at student or parents request.
2. Students are encouraged to speak about their concerns with teachers or staff members.
3. Florida Youth and Family teach a life skills class.
4. Tri-County Drug and Alcohol Awareness Program teach an appropriate class.
5. Parents are given a list of county providers which may meet their physical and socio-emotional needs.
6. Hardee District provides a list of volunteers of student mentors.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early Warning Indicators

1. Early warning indicators all listed in question.

Attendance

1. Attendance is monitored daily.
2. Parents are informed at time of student's absence.
3. If truancy becomes or is historically a problem The Dept. of Youth and Family receives a referral.
4. Students and parents are made aware of the consequences of all absences.
5. Doctor, Funeral, or Court notes are expected for excused absences.
6. Parent/teacher conferences are scheduled to discuss remedy.
7. Concerns are followed up weekly in Multi-tiered Support System (MTSS) meetings.

Course failure and Level 1 scores are both addressed.

1. Students data chats are regularly scheduled.
2. Student progress reports to home every 4.5 weeks.
3. FAIR Data is analyzed.
4. I-Ready information is studied.
5. Past FCAT scores are reviewed.
6. Weekly Multi-tiered Support System meetings are held to discuss each student's progress or struggles.
7. Language Arts students with a level 1 score are enrolled in a 90 min reading remediation block in addition to a regular Language Arts class.
8. Level one and course failure Mathematics and students receive small group lessons.
9. Fl. SS curriculum alignment.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	6	8	9	10	
Attendance below 90 percent	2	5	0	2	9
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	2	5	1	2	10
Level 1 on statewide assessment	1	6	1	1	9

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	6	8	9	10	
Students exhibiting two or more indicators	2	6	1	2	11

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

1. Students are divided into small working group.
2. Students are all trained to use Cornell note.
3. Students are all trained to use deep reading techniques.
4. All students implement an interactive folder in Language Arts.
5. All students are urged to use the different strategies in all classes.
6. Small group are held once a week in every subject.
7. Each student has parent/teacher conferences and data chats regularly scheduled.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/176055>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

At meetings attended by local business and corporations, personal contact is made by director of PCA with the business representative. At that time, ideas for school improvements are broached. The business or businesses will ask for a formal request normally in the form of a written grant. Submitted grants are considered and approved by the stock holders. Follow up meetings as to the progress of the project are held. At these meeting, discussions are also held on future ideas to build support for the schools and community involvement by the corporation. Businesses are later publicly recognized by the school board. The school may also go directly to a business which is not part of the normal meeting group and submit a request. Some businesses contact the school with ideas for donations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Vasquez, Gilbert	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Meetings involve analyzing student data, instructional practices, & intervention strategies for moderate and high risk students not meeting benchmark targets.

Based on team discussions, professional development needs and resources are determined. The team also facilitates the process of building consensus among all stakeholders. An ESE teacher is present and a district staffing specialist who is also the Positive Behavior Support coordinator is closely involved.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

MTSS and LLT coordinate efforts in analyzing test DATA including FAIR, Benchmark, FCAT and point level system. Data is discussed and strategies are put in place including persons responsible. Parental contact is made for sharing information when student data chats are conducted. Follow up is continuous on a weekly basis. Special needs are discussed with follow up contact to persons responsible for alleviation.

Title I Part A, Title II, Part A, and the district collaborate in providing funding for technology resources, instructional materials as well as staff development for the faculty and for academic intervention coaches.

Migrant Title 1The migrant coordinator and the migrant advocates collaborate with school staff to ensure that the needs of migrant students are met. Academic and support services enable migrant students to participate fully in the educational experience.

Title II These funds provide professional development for teachers, substitutes for release time for teachers, consultant travel, professional development stipends, extra duty for our partial Academic Intervention Coach, supplies and professional development for the AI Coach, and mentoring supplements

Title II Part D provides staff development through the School Resource Technology Specialist and hardware such as Smart Boards, I-touch Pads, ELMOs, LCD projectors and computers to be purchased for PCA.

Title III The district's AYP Facilitator and the Academic Intervention Coach will present professional development that addresses the unique needs of ELL/immigrant students.

Tri-county: Violence Preventions Programs:Students at Pioneer Career Academy participate in a Life Skills curriculum which teaches students the dangers of using alcohol, tobacco, and drugs and fosters a safe, drug free learning environment supporting student achievement. Students at PCA also complete a course that teaches Career Preparatory skills. Many PCA students are also required to complete Anger Management and/or Substance Abuse training as a part of their juvenile justice program. The Florida Dept of Youth and Family services meets once a week in a classroom setting teaching and reviewing life skills which foster self-control and better life choices.

Nutrition Programs:The National School Lunch Program funds nutritious lunches for paying students as well as for students on the free or reduced meal program. In 2014-15 school year breakfast is provided to all students free of charge. Healthy food supports achievement by providing nutrition to help students learn. A health course has been added to our PCA curriculum for the 2009-2010 school year, this class is proving to be an important of the school day not only for teaching the attributes of

regular exercise, but also to teach students the elements of good nutrition.

Adult Education: The Hardee District's Adult and Community Education Program provides instruction not only to those adults seeking a GED but to those wanting to learn English as well. This is a vital service for our rural district and community which has a high migrant population.

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

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Samuel Garcia	Student
Sherry Morris	Education Support Employee
Casey Johnson	Parent
Gilbert Vasquez	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The nature of the Pioneer Career Academy is set that students are only enrolled in the school for short periods of time. The majority of the school SAC's committee is composed of parents whose students are only in the PCA program transiently. By the end of the year most students have moved on to their regular home school. The remaining SAC's committee members are the teachers and personnel who work at the school.

The remaining committee members are highly involved in the construction and maintenance of the school improvement plan. As members they are present to see it work first hand. The members actively voice successes and needed modifications throughout the school year. The SIP is a live process being changed and shaped into a working model as the year passes.

Development of this school improvement plan

Members are active and voice ideas and concerns throughout the year. Weekly meetings are held with student and staff, Parents are invited to voice their input monthly. Everyone on campus and parents receive a monthly newsletter.

Preparation of the school's annual budget and plan

The annual budget is prepared outside of the PCA venue.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Professional development-Individual staff pay or stipend.

Physical activity equipment-\$6,000.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Vasquez, Gilbert	Principal
	Teacher, Adult

Duties

Describe how the LLT promotes literacy within the school

In conjunction with last years response (text below), this year PCA will focus on training leaders to facilitate and lead groups. This will be done by the Differentiated Accountability Team. The purpose is to train teachers to gain a greater capacity for the initial setting of agendas for learning communities and follow through to the final student learning results,

The literacy team will also be responsible for modeling writing and reading strategies along with teaching proven pedagogical methods in math and science (ie.) small group settings and deep reading practices.

(2013-2014)A major initiative this year will be a school wide concentration on specific strategies used by different depts. focused on raising reading and writing scores examples are The language arts dept is using Dragon Dictation, The history teacher is using Socratic Sessions and the Science dept is using Cornell Notes. These strategies are designed to work in conjunction toward a thorough and rigorous curriculum. IN addition to last years

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Positive working relationships are cultivated in many ways.

- *Securing common planning period.
- *Sharing vision for the Academy.
- *Sharing common goals.
- *Grouping or pairing teachers for projects.
- *Grouping or pairing teachers for assigned duties.
- *Consistently inviting input on daily schedules and operations.
- *Assigning teachers to train each other in areas of excellence.
- *School community celebration of personal and professional occasions.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Positions are first posted by District office, Candidates are interviewed and certifications reviewed. Highly qualified candidates are hired. District Connection Program for beginning teachers. The school's academic intervention coach, math coach and science coach will collaborate with the district HQ

Facilitator to identify and address individual needs of participants. Common Planning time for teachers in the Literacy Leadership Team.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

1. Teachers assignments reflect their certification qualifications.
2. Teachers use appropriate Florida Dept of Education State Standard web-sites.
3. Teachers professional development training are based on The Florida State Standards.
4. Teacher's lesson plans documentation list appropriate and consistent use and proper alignment of Florida's standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Analysis of data from previous state mandated, local and web-based testing is used in conjunction to class-room performance as base information for modifying or supplementing student educational needs.

1. Along with previous testing results, computer based pre-test helps determine students proficient level.
2. Students are placed in appropriate grade levels.
3. Students may be placed in small groups.
4. Lesson may be modified by breaking down into smaller easier to understand portions.
5. Teachers develop activities that target auditory, visual, and kinesthetic learners.
6. Teachers provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills.
7. Teachers provide appropriate levels of challenge for all students, including those behind, those students who in the middle and those who may be advanced..
8. Students are provided self advocacy strategies which teach them how to comfortably ask questions and request teacher's help.
9. Demonstration of appropriate strategy behavior is documented in point level system each period.
10. Continuous assessment an ongoing, interactive process.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

NA

Pioneer Career Academy does not have an extended time program.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Parent conferences are scheduled for all in-coming and outgoing students.
Rules and regulations are carefully explained and addressed.
Goal expectations are reviewed
Academic and behavioral contracts are explained and signed by parent and students.
Active IEP and 504 Plans are ensured.
Behavior and academic rigor is maintained
Social and physical needs are addressed
Letters of recommendation are written for exceptional students
PCA does not socially advance students

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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

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

- Credit Recovery (where applicable)
- Variety of opportunities to participate

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

In accordance with that provided by the home school, PCA supports an array of initiatives with the purpose of successfully transitioning students into the postsecondary educational level. Some specific endeavors undertaken include the following:

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

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

- o BRIDGE (SFSC)
- o College Reach Out Program (CROP)
- o Panther Youth Partners
- o Hardee Senior High School Career Day

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students expected to graduate are closely monitored using a variety of pre and post secondary tests including, practice end of course exams.

Review or remediation of students is scheduled based on testing results.

Students showing an interest in future field of studies are assigned research projects on said field.

If possible appropriate professionals are invited to speak to students.

Core class relevance related to field is especially advocated.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** The number of students performing proficiently on their FCAT science will increase from 0% to 10%

- G2.** The percentage of students scoring Level 3 on the 2014 FCAT reading will increase from 0% to 10%.

- G3.** WRITING SCORES WILL INCREASE TO A LEVEL 3.5 by 10% FROM 25%

- G4.** IN MATH STUDENTS, EARNING A LEVEL 3 OR HIGHER WILL INCREASE FROM 0% TO 10%.

- G5.** THIS GOAL HAS BEEN REWRITTEN AS THE FIRST GOAL AND HAS BEEN ADDRESSED RESPECTIVELY.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The number of students performing proficiently on their FCAT science will increase from 0% to 10%

1a

G050005

Targets Supported 1b

Indicator	Annual Target
	2.0

Resources Available to Support the Goal 2

- Certified teachers, fl standard training, interactive computer based curriculum, small groups, FI standards based curriculum.

Targeted Barriers to Achieving the Goal 3

- Below grade level reading proficiency,

Plan to Monitor Progress Toward G1. 8

Reading comprehension will be monitored in remedial reading and science class

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Class-room grades, Bench Mark I-ready and FAIR testing results as well as Practice EOC testing.

G2. The percentage of students scoring Level 3 on the 2014 FCAT reading will increase from 0% to 10%.

1a

G048528

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

Resources Available to Support the Goal 2

- Grade appropriate text aligned to FI Standards. Common Teacher planning, AVID system strategies, FAIR and I Ready Bench mark data analysis, parent involvement.
- PIATO soft-ware, Youth and Family Services. Scheduled Data Chats

Targeted Barriers to Achieving the Goal 3

- Insufficient rigor, ongoing training, lack of cognitive demand on student tasks, disciplinary problems.
- Poor attendance
- transient habits,
- transfer to other school.

Plan to Monitor Progress Toward G2. 8

Attendance and transfer monitoring will take place.

Person Responsible

Schedule

Evidence of Completion

Attendance records and transfer records will be used to indicate progress made toward continuous attendance at PCA.

G3. WRITING SCORES WILL INCREASE TO A LEVEL 3.5 by 10% FROM 25% 1a

G048529

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	2.0

Resources Available to Support the Goal 2

- FI Standards TRAINING APPROPRIATE GRADE LEVEL AND FI.SS ALIGNED TEXT PROFESSIONAL DEVELOPMENT PROGRESS MONITORING USING ROUTINELY SCHEDULED ASSESSMENTS

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

PROGRESS MONITORING DATA WILL BE DISCUSSED AMONGST TEACHERS AND ADMINISTRATION

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

FCAT RESULTS

G4. IN MATH STUDENTS, EARNING A LEVEL 3 OR HIGHER WILL INCREASE FROM 0% TO 10%. 1a

G048530

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

AMO Math - All Students

Resources Available to Support the Goal 2

- GRADE APPROPRIATE TEXT ALIGNED TO FL. SS PLATO SOFTWARE ALLOWS STUDENTS TO PRE AND POST TEST TEACHER TRAINING IN LEARNING STRATEGIES

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

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

G5. THIS GOAL HAS BEEN REWRITTEN AS THE FIRST GOAL AND HAS BEEN ADDRESSED RESPECTIVELY. 1a

G048531

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

-

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. The number of students performing proficiently on their FCAT science will increase from 0% to 10% **1**

 G050005

G1.B1 Below grade level reading proficiency, **2**

 B125189

G1.B1.S1 student will receive remedial reading classes **4**

 S137089

Strategy Rationale

Reading strategies will improve fluency, vocab, and comprehension.

Action Step 1 **5**

remedial reading

Person Responsible

Gilbert Vasquez

Schedule

Daily, from 8/11/2014 to 6/2/2015

Evidence of Completion

data will be available through class performance, benchmark testing FAIR and I-Ready, practice EOC evaluations.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

walk through, lesson plans monitored to reflect, professional development,

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Professional development calendars, FASTE teacher evaluations,

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitoring reading success in both the reading remedial classes and in the science class.

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Class-room grade, bench mark testing, practice EOC, final FCAT scores.

G2. The percentage of students scoring Level 3 on the 2014 FCAT reading will increase from 0% to 10%. 1

G048528

G2.B1 Insufficient rigor, ongoing training, lack of cognitive demand on student tasks, disciplinary problems.

2

B121059

G2.B1.S1 Insufficient rigor will be addressed using a variety of AVID strategies including Cornell notes and deep reading techniques. Students will work in small and differentiated groups. 4

S132995

Strategy Rationale

Rigor will be addressed by accepting only the highest standard performance from students but only after training in best practice strategies for acquiring knowledge and gaining capacity.

Action Step 1 5

Implement reading strategies

Person Responsible

Schedule

Evidence of Completion

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

Action Step 2 5

youth and Family services

Person Responsible

Schedule

Evidence of Completion

Student will improve attendance or show written evidence of excused absences

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitoring fidelity of learning strategies

Person Responsible

Schedule

Evidence of Completion

FCAT

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

DATA WILL BE USED TO MONITOR EFFECTIVENESS

Person Responsible

Schedule

Evidence of Completion

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

G2.B1.S2 Youth and Family services are utilized. School Psychologist makes home visits. 4

S132996

Strategy Rationale

Holding the parents accountable for minors will encourage higher attendance.

Action Step 1 5

After being notified by school of poor attendance, FI. Youth and Family representatives and school psychologist will make visits to home for a well-ness check and to explain to parents consequences of students poor attendance.

Person Responsible

Gilbert Vasquez

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

documentation of notification and of home visit.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attendance will be recorded and carefully monitored

Person Responsible

Gilbert Vasquez

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Attendance records will be kept and reviewed. Truant students will be discussed in weekly MTSS meeting.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Daily inspection of attendance. Outside agency follow up.

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Record keeping of attendance and home visits by school, Youth and Family and psychologist.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B4 transfer to other school. 2

 B121062

G2.B4.S1 parent contact and social worker visits 4

 S132999

Strategy Rationale

Action Step 1 5

Social services will be provided

Person Responsible

Schedule

Evidence of Completion

Records will show improvement in daily school attendance.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Constant contact will be kept between FI. Youth and Family services and Pioneer Career Academy.

Person Responsible

Schedule

Evidence of Completion

Logs of contact as needed will be kept in the attendance office recording dates and verbal or written response from FI. Dept of Youth and Family.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Parental contact will be made to converse on possible transfer reasons.

Person Responsible

Schedule

Evidence of Completion

Student's continued attendance at Pioneer Career Academy will be indicative of strategy's effectiveness.

G3. WRITING SCORES WILL INCREASE TO A LEVEL 3.5 by 10% FROM 25% 1

G048529

G3.B1 LACK OF TEACHER TRAINING IN SPECIFIC AREA STUDENT'S UNTOWARD SOCIAL BEHAVIOR STUDENT LACK OF MOTIVATION STUDENT TRUANCY NO LITERACY COACH NO CERTIFIED LANGUAGE ARTS TEACHER 2

B121063

G3.B1.S1 ALL TEACHERS WILL BE TRAINED IN WRITING STRATEGIES 4

S133000

Strategy Rationale

All teachers will become better writing instructors in relevant and appropriate subjects.

Action Step 1 5

TEACHERS WILL RECEIVE WRITING STRATEGY INSTRUCTIONS

Person Responsible

Gilbert Vasquez

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

FEED BACK TO TEACHERS DOCUMENTED OBSERVATION

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

DOCUMENTED DATA ON TEST REPORT SITES DAILY CLASS GRADES

G4. IN MATH STUDENTS, EARNING A LEVEL 3 OR HIGHER WILL INCREASE FROM 0% TO 10%. 1

 G048530

G4.B1 ENROLLING STUDENTS HAVE A WEAK BACK-GROUND KNOWLEDGE WHEN ENTERING PCA. 2

 B121064

G4.B1.S1 ENROLLING STUDENTS WILL BE PRE-TESTED. STUDENTS WILL BE PLACED IN PROPER PERFORMANCE LEVEL. STUDENTS WILL BE DIVIDED INTO SMALL GROUPS. STUDENTS WILL BE PLACE IN DIFFERENTIATED GROUPS. STUDENTS WILL RECEIVE DAILY REMEDIATION IN AREAS THEY ARE EXPERIENCING DIFFICULTY. 4

 S133002

Strategy Rationale

IMMEDIATE STUDENT MONITORING AND FEED-BACK WILL RESULT IN GAINING CAPACITY AND KNOWLEDGE.

Action Step 1 5

INTERPRET PRETEST DATA AND DETERMINE APPROPRIATE GRADE LEVEL AND SMALL GROUPING.

STUDENT WILL BE REMEDIATED AT THE BEGINNING OF EACH CLASS PERIOD.

Person Responsible

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

EVIDENCE WILL BE DOCUMENTED IN LESSON PLANS AND CLASS GROUPS.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

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

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

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

Person Responsible

Gilbert Vasquez

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

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

G5. THIS GOAL HAS BEEN REWRITTEN AS THE FIRST GOAL AND HAS BEEN ADDRESSED RESPECTIVELY. 1

G048531

G5.B1 2

B121065

G5.B1.S1 4

S133003

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Hardee - 0081 - Pioneer Career Academy - 2014-15 SIP
Pioneer Career Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Implement reading strategies		Teachers will complete CCSS by the beginning of the 2013-14 school year. AVID training will be ongoing throughout the school year planned in-service days.	once	
G2.B4.S1.A1	Social services will be provided		Records will show improvement in daily school attendance.	once	
G3.B1.S1.A1	TEACHERS WILL RECEIVE WRITING STRATEGY INSTRUCTIONS	Vasquez, Gilbert	8/11/2014	COMPLETION OF TRAINING WILL BE DOCUMENTED AND INSERVICE POINTS WILL BE EARNED	6/5/2015 quarterly
G4.B1.S1.A1	INTERPRET PRETEST DATA AND DETERMINE APPROPRIATE GRADE LEVEL AND SMALL GROUPING. STUDENT WILL BE REMEDIATED AT THE BEGINNING OF EACH CLASS PERIOD.		8/11/2014	EVIDENCE WILL BE DOCUMENTED IN LESSON PLANS AND CLASS GROUPS.	6/5/2015 daily
G5.B1.S1.A1	[no content entered]			one-time	
G1.B1.S1.A1	remedial reading	Vasquez, Gilbert	8/11/2014	data will be available through class performance, benchmark testing FAIR and I-Ready, practice EOC evaluations.	6/2/2015 daily
G2.B1.S2.A1	After being notified by school of poor attendance, FI. Youth and Family representatives and school psychologist will make visits to home for a well-ness check and to explain to parents consequences of students poor attendance.	Vasquez, Gilbert	8/11/2014	documentation of notification and of home visit.	6/5/2015 biweekly
G2.B1.S1.A2	youth and Family services		Student will improve attendance or show written evidence of excused absences	once	
G1.MA1	Reading comprehension will be monitored in remedial reading and science class	Vasquez, Gilbert	8/11/2014	Class-room grades, Bench Mark I-ready and FAIR testing results as well as Practice EOC testing.	6/5/2015 weekly
G1.B1.S1.MA1	Monitoring reading success in both the reading remedial classes and in the science class.	Vasquez, Gilbert	8/11/2014	Class-room grade, bench mark testing, practice EOC, final FCAT scores.	6/5/2015 weekly
G1.B1.S1.MA1	walk through, lesson plans monitored to reflect, professional development,	Vasquez, Gilbert	9/1/2014	Professional development calendars, FASTE teacher evaluations,	6/5/2015 weekly
G2.MA1	Attendance and transfer monitoring will take place.		Attendance records and transfer records will be used to indicate progress made toward continuous	one-time	

Hardee - 0081 - Pioneer Career Academy - 2014-15 SIP
Pioneer Career Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			attendance at PCA.		
G2.B1.S1.MA1	DATA WILL BE USED TO MONITOR EFFECTIVENESS		MONITORING WILL END WITH SCHOOL YEAR Results will be documented by aforementioned assessment data.	once	
G2.B1.S1.MA1	Monitoring fidelity of learning strategies		FCAT	once	
G2.B2.S1.MA1	[no content entered]			once	
G2.B2.S1.MA1	[no content entered]			once	
G2.B3.S1.MA1	[no content entered]			once	
G2.B3.S1.MA1	[no content entered]			once	
G2.B4.S1.MA1	Parental contact will be made to converse on possible transfer reasons.		Student's continued attendance at Pioneer Career Academy will be indicative of strategy's effectiveness.	once	
G2.B4.S1.MA1	Constant contact will be kept between Fl. Youth and Family services and Pioneer Career Academy.		Logs of contact as needed will be kept in the attendance office recording dates and verbal or written response from Fl. Dept of Youth and Family.	once	
G2.B1.S2.MA1	Daily inspection of attendance. Outside agency follow up.	Vasquez, Gilbert	8/11/2014	Record keeping of attendance and home visits by school, Youth and Family and psychologist.	6/5/2015 weekly
G2.B1.S2.MA1	Attendance will be recorded and carefully monitored	Vasquez, Gilbert	8/11/2014	Attendance records will be kept and reviewed. Truant students will be discussed in weekly MTSS meeting.	6/5/2015 daily
G3.MA1	PROGRESS MONITORING DATA WILL BE DISCUSSED AMONGST TEACHERS AND ADMINISTRATION	Vasquez, Gilbert	8/11/2014	FCAT RESULTS	6/5/2015 weekly
G3.B1.S1.MA1	CLASS ROOM, DISTRICT, AND STATE TESTING WILL BE USED TO MONITOR PROGRESS	Vasquez, Gilbert	8/11/2014	DOCUMENTED DATA ON TEST REPORT SITES DAILY CLASS GRADES	6/5/2015 weekly
G3.B1.S1.MA1	MONITOR TEACHERS LESSON PLANS AND USE OF GRADUAL RELEASE MODEL IN TEACHING WRITING STRATEGIES		8/11/2014	FEED BACK TO TEACHERS DOCUMENTED OBSERVATION	6/5/2015 weekly
G4.MA1	LAB MANAGER WILL REPORT WHEN STUDENTS HAVE BEEN SUCCESSFULLY ENTERED INTO PLATO SYSTEM AND PRETESTED. DIRECTOR WILL OBSERVE AND DISCUSS PROGRESS AND DIRECTLY OBSERVE CLASS ROOM	Vasquez, Gilbert	8/11/2014	ASSESSMENT DATA FROM FAIR, BENCHMARK, FCAT, CLASSROOM, AND PLATO POST TEST WILL DOCUMENT MONITORING OF PROGRESS GOALS.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	EFFECTIVENESS WILL BE NOTED AND ANALYZED USING DATA FROM SEVERAL ASSESSMENT SERVICES	Vasquez, Gilbert	8/11/2014	DOCUMENTATION FOR EFFECTIVENESS WILL BE RECORDED ON MULTIPLE TESTING SITES. FCAT RESULTS	6/5/2015 weekly
G4.B1.S1.MA1	THE FOLLOWING WILL OCCUR TO ENSURE FIDELITY LESSON PLANS CHECKED WALK THROUGHS DATA CHATS TEACHER DISCUSSION	Vasquez, Gilbert	8/11/2014	DOCUMENTATION OF STUDENT SCHEDULE STUDENT CLASS ROOM GROUPING SCHEDULES ASSESSMENTS FOR PROGRESS MONITORING	6/5/2015 weekly
G5.MA1	[no content entered]			one-time	
G5.B1.S1.MA1	[no content entered]			one-time	
G5.B1.S1.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. The number of students performing proficiently on their FCAT science will increase from 0% to 10%

G1.B1 Below grade level reading proficiency,

G1.B1.S1 student will receive remedial reading classes

PD Opportunity 1

remedial reading

Facilitator

Hardee Senior High Science Coach

Participants

Teachers

Schedule

Daily, from 8/11/2014 to 6/2/2015

G2. The percentage of students scoring Level 3 on the 2014 FCAT reading will increase from 0% to 10%.

G2.B1 Insufficient rigor, ongoing training, lack of cognitive demand on student tasks, disciplinary problems.

G2.B1.S1 Insufficient rigor will be addressed using a variety of AVID strategies including Cornell notes and deep reading techniques. Students will work in small and differentiated groups.

PD Opportunity 1

Implement reading strategies

Facilitator

High School Literacy Coach Susan Barton and Martha Shiver

Participants

All teachers

Schedule

G3. WRITING SCORES WILL INCREASE TO A LEVEL 3.5 by 10% FROM 25%

G3.B1 LACK OF TEACHER TRAINING IN SPECIFIC AREA STUDENT'S UNTOWARD SOCIAL BEHAVIOR STUDENT LACK OF MOTIVATION STUDENT TRUANCY NO LITERACY COACH NO CERTIFIED LANGUAGE ARTS TEACHER

G3.B1.S1 ALL TEACHERS WILL BE TRAINED IN WRITING STRATEGIES

PD Opportunity 1

TEACHERS WILL RECEIVE WRITING STRATEGY INSTRUCTIONS

Facilitator

GIL VASQUEZ

Participants

ALL PCA TEACHERS

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

G4. IN MATH STUDENTS, EARNING A LEVEL 3 OR HIGHER WILL INCREASE FROM 0% TO 10%.

G4.B1 ENROLLING STUDENTS HAVE A WEAK BACK-GROUND KNOWLEDGE WHEN ENTERING PCA.

G4.B1.S1 ENROLLING STUDENTS WILL BE PRE-TESTED. STUDENTS WILL BE PLACED IN PROPER PERFORMANCE LEVEL. STUDENTS WILL BE DIVIDED INTO SMALL GROUPS. STUDENTS WILL BE PLACE IN DIFFERENTIATED GROUPS. STUDENTS WILL RECEIVE DAILY REMEDIATION IN AREAS THEY ARE EXPERIENCING DIFFICULTY.

PD Opportunity 1

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

Facilitator

TEST ADMINISTRATOR

Participants

TEACHERS

Schedule

Daily, from 8/11/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0