Polk Pre Collegiate Academy

2015-16 School Improvement Plan

Polk Pre Collegiate Academy

5316 BERKLEY RD, Auburndale, FL 33823

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	14%

Alternative/ESE Center	Charter School	Minority
No	Yes	22%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Polk Pre-Collegiate Academy strives to improve the college readiness levels of students by facilitating a rigorous and relevant college preparatory curriculum infused with Science, Technology, Engineering and Mathematics (STEM) academics while offering an array of educational supports all within a small 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 STEM 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 Math to meet the demands of local and global communities.

School Environment

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

Polk Pre-Collegiate Academy discovers students' cultures beginning with an annual pre-application parent meeting. The meeting enables administration and staff to become familiar with the families of potential applicants. Upon admission, grade level meetings are held for parents and students to acclimate them to the school environment. Individual parent meetings are also held to learn more about their student's personal background, academic history and personal goals.
Within the classroom, best instructional practices are delivered and evaluated on a regular basis. During classroom walk-throughs, teachers are seen incorporating class building and team building activities to form and enhance relationships between teachers and students.
PPCA's Administrator, Guidance Counselor and Dean are in constant communication with all students to become aware of their backgrounds, goals and needs. The administrator serves as a mentor in the "Take Stock in Children" program. Additionally, students are offered diverse community service opportunities to explore and serve persons of other cultures.
PPCA has implemented and continued a school wide "Be the One" and "Character Counts" initiatives. Throughout the campus, students are visually and verbally reminded of true character and the impact of one's countenance. Having a positive learning environment where staff and students exhort one another creates a sense of belonging and value. Students are encouraged to perform outreach through community service projects to earn job experience and provide needed support to a variety of organizations.

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

Polk Pre-Collegiate Academy creates a safe and respected environment through various activities. Priority is all students have a right to a safe learning environment free of distractions and danger. School staff communicates with local law enforcement to review emergency procedures and facility needs. Drills are practiced monthly to ensure students are educated in the importance of emergency procedures. A Safety Committee reports any concerns with facilities and procedures. When necessary, safety issues are addressed with staff and students.

Upon arrival each day, students are greeted and assisted at car rider and bus loading zones and directed to the courtyard area where they are monitored by staff until classes begin. During this time, students are able to meet with teachers and administrators if needed.
School safety is at the forefront of each day. Classrooms are locked, students are issued passes to travel across campus and any suspicious activity is reported to the office. Classrooms are designed to function as a forum free of intimidation, fear and demeaning behavior. Students are encouraged to voice opinions, develop new clubs/activities and participate in various competitions.
Students going home directly after school are directed and monitored at designated car rider and bus loading zones in the afternoon. Students are provided after school tutoring and club meeting opportunities which are all monitored by staff members. Staff are available to personally assist students with specific academic needs as well as serve to help students discover and enhance personal interest and abilities.
Teachers provide students with personal contact information for them to access if needed during after school hours. This is just one example how the staff encourages students to be a self-advocate.
Anti-bullying is a common theme school-wide. Students are encouraged to report any inappropriate actions of others. All reports are investigated and results documented. Open communication builds confidence and trust between the students and staff. PPCA's theme for 2015-2016 is "Be the One". The theme was introduced last year and quickly became the personal goal of the student body. Students are consistently reminded to "Be the One" to make an impact in their school, home and community.

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

PPCA's school wide behavioral system consists of a progressive disciplinary plan. PPCA students are expected to conduct themselves with respect for staff, peers and themselves. Classroom procedures and expectations are posted in all classrooms and reiterated on a consistent basis.
Disciplinary actions will be taken and interactions implemented for students who choose to not follow procedures. Discipline will be issued according to the PCSB Code of Conduct.
By exhibiting positive behaviors, students are allowed to participate in special activities and programs.
Discipline and classroom procedures are discussed at monthly faculty meetings as needed.

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

PPCA ensures the social-emotional needs of all students are met through open communication between students, parents, teachers, guidance counselor and administrator. When a teacher suspects a need, they contact the administrator or guidance counselor who initiates the proper strategy to effectively address the situation. Once the proper intervention is determined, the staff follows through with providing the proper resources.
PPCA has implemented and continues a school wide "Character Counts" initiative. Throughout the campus, students are visually and verbally reminded of true character and the impact of one's countenance. Having a positive learning environment where staff and students exhort one another creates a sense of belonging and value.
Teachers use research-based teaching strategies to manage classroom behavior while earning the respect of students and enjoying happier, healthier relationships with students and their parents.
For two years, the administrator has been an active mentor for the "Take Stock in Children" program. She meets regularly with her student to build positive values, establish personal goals, and discuss post secondary aspirations.

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

Attendance: Students and parents are informed of the school's attendance policy through the PPCA Student Handbook available online and in print form.
Attendance is tracked each class period. Email notifications are sent to parents informing them of their student's absence or tardy. After five unexcused absences in a semester, students are issued a probation letter. After 10 unexcused absences in a semester, students may be dismissed to their zoned school.
Tardies are also subject to intervention and disciplinary actions.
The school's attendance committee meet to discuss interventions for students with excessive absences and the committee will take action as required. Attendance intervention includes parent communication and guidance meetings.
Discipline: PPCA has a progressive disciplinary policy allowing students due process for discipline incidents.
As indicated in the School Board of Polk County Code of Student Conduct, infractions are considered either minor or major in nature and the appropriate interventions will be administered to correct the behavior.
All parents/guardians and students are required to read the School Board of Polk County Code of Student Conduct to determine what constitutes an infraction or serious breach of conduct.
Minor infractions Interventions include:
1. Verbal Warning
2. Parent Contact/Work Detail
3. Loss of Privileges
Major Infractions
1. Written Referral/Suspension
2. Possible dismissal from PPCA
PPCA employs a progressive discipline policy allowing for interventions to correct unacceptable behavior.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Intervention strategies employed by PPCA to improve the academic performance of students include the following actions:

-Providing teacher support before and after school.
-Re-teaching topics as needed for mastery of skills.
-Increase opportunities for students to use technology to access web-based tutorial programs
-Implementing structured study hall time within designated school days.
-Provide students with college test preparation and test taking strategies
-Guidance counselor and/or ESE Facilitator meet with students to determine barriers to learning and achievement
-Provide parents with course and resource information for awareness of student progress and assistance

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?

No

PIP Link

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

Description

Parental involvement targets include increasing parent engagement opportunities in the following areas:
1. Parents review their student's grades via Pinnacle/Parent Portal and Guidance Counselor schedules conferences as needed.
2. School hosts pre-opening parent/student informational meetings.
3. School hosts mandatory grade level parent meetings to communicate school goals and ultimate transition to collegiate high school. Meetings are co-hosted by the Collegiate High School Director.
4. Parents attend college and career informational meetings provided throughout the year by Guidance Counselor.
5. Parents are invited to participate in school fundraiser activities and educational trips.
6. Administrator and Guidance Counselor perform outreach to parents as needed to seek support and provide resources to the family.
7. Parents are invited to serve as governing board members to be an active participant in PPCA's success.

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

PPCA's governing board is comprised of local business leaders, educators and parents who support the purpose and mission of the school. The governing board serves as a liaison between the school and community. They are active in promoting the mission and vision of the school and generating diverse forms of school support.
PPCA staff and parents builds and sustains partnerships with the local community through marketing the program and open invitation to school activities. Parents are active in locating partners who contribute to the program through volunteer teaching, financial contributions and community service opportunities.

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:

Name	Title
CARVER, CATHY	Principal

Duties

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

Cathy Carver (Principal), Brian Sawyer (Assistant Principal/Dean), Carrie Tapp (Guidance Counselor), Victoria Williams (9th Grade Instructor/Team Leader), Pamela Gervase (Technology/ Math Instructor/10th Grade Instructor/team Leader), Auburn Thompson (Science Instructor) and Amber Jones (ESE Facilitator)
The Leadership Team coordinates school efforts with the two school grade level team leaders. Every full-time staff member is a member of one of the teams. Team leaders provide the Leadership Team with data, research and reports necessary for analysis. Grade level teams will meet before school begins in the fall to analyze student data and establish goals and actions for the SIP, individual students and school wide initiatives.
The school administrator schedules monthly school grade level teams meetings for the teams to review their relevant sections of the SIP and submit an informal report to the School Leadership Team. The Leadership Team assesses the School Grade Level Leadership Teams' reports and communicates the SIP's progress to the staff and discusses appropriate interventions.

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

During pre-planning, the staff and administration review and analyze data to communicate and generate a plan for Multi-Tiered Student Support implementation and development of the SIP. Data analysis will drive instructional strategies and allocation of resources. Data is again reviewed during Data Day which is a Professional Development day providing opportunities to support the instructional staff in the areas of content-specific instruction, teaching strategies and Common Core/ Florida Standards implementation.
Personnel resources involving the staffing plan and student schedules are developed in coordination with Berkley Accelerated Middle School administration. Scheduling is in compliance with class size amendment requirements. PPCA leases staff from BAMS enabling teachers to teach an extra period in their regular instructional day.
Operating funds are reviewed weekly by the administrator and accountant. Financial reports are reviewed at each board meeting. Inventory controls are managed by administration and the school's accountant. Independent audits are conducted each year. To date, the school has had positive audits, having no corrective actions or inconsistencies.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Parent
Burke Thompson	Parent
Henry Manson	Business/Community
Robert Roy	Parent
Veronica Henderson	Parent
Larry Jackson	Business/Community
James Reuther	Business/Community
Fred Rhoda	Business/Community
Robert Stambaugh	Parent
Jason Herzog	Business/Community

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

PPCA's governing board serves as the School Advisory Council.
Governing board member duties are outlined in the school's charter contract and their primary responsibility is financial oversight and policy establishment.
The prior year SIP is reviewed by the board at regular board meetings. The document is a "breathing" document that is revisited throughout the year to determine effective and meaningful measurements for school improvement. As measurable evidence becomes available, administration shares the data with the board for their input and evaluation.
Board meetings are open to the public. Parents and the general public may attend all board meetings to offer feedback and suggestions for the betterment of the school.

Development of this school improvement plan

The Board of Directors review the School Improvement Plan and goals, the school's mission and year end assessment outcomes. Data and input from the school's leadership team is shared with the board. At board meeting, members are updated on progress toward school/student progress as appropriate. The board discusses possible resources and applicable budget needs to meet the goals of the plan. PPCA's board has been an active participant in the development, review and approval of the school's SACS accreditation process.
PPCA was approved for accreditation in 2014.

Preparation of the school's annual budget and plan

The annual Operating Budget is based on generated student FTE funds. Using the amount of allotted funds, the administrator, board members and accountant communicate program needs and the amount of funds needed for required purchases. The following factors determine the annual budget and plan:
1. Enrollment numbers are determined
2. Current classroom materials and equipment inventoried
3. Standards reviewed for curriculum/materials needs
4. Teachers submit needs requests
5. Grant opportunities are sought to supplement the annual budget
6. Fundraising activities are generated to supplement internal funds for purchases outside of the

operating
budget

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

School Improvement Funds:
1. PEG Writing
2. Certiport Microsoft Office Specialist Industry Certification
3. Math XL & MyMathLab/Stat Cruch
4. E-Texts (Anatomy & Physiology, Chemistry, U.S. History, Spanish)
5. Science Lab Materials
6. Mac Computers & Dell Laptops

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:

Name	Title
Gervase, Pam	Teacher, K-12
Williams, Victoria	Teacher, K-12
CARVER, CATHY	Principal
Tapp, Carrie	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT include: Implementation, instruction and assessment of Common Core Standards and Florida Standards; Continued uue of Informative and Argumentative Writing Rubrics, data analysis and instructional decisions, and student progress monitoring.
The LLT initiatives will ensure: a) students are exposed to rich, extended informational reading passages; (b) students are engaged and active participants in learning; (c) teachers communicate student progress with parents; (d) teachers are provided with the supports needed to help students succeed; (e) students' vocabulary base and application is extended through summarizing, writing and assessment; (f) teachers across disciplines are creating consistent writing opportunities in which students draft, edit and revise to produce a quality product; (g) reading selections are reviewed by the committee and approved for instruction and student reading; (h) technologies are used a resource and tool for student development of writing skills.

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

PPCA encourages positive working relationships between teachers through the following methods:
1. Marzano iObservation evaluation program to provide constructive feedback and coaching of

instructional
strategies
2. Regular staff meetings to promote collegiality and program development
3. Professional development trainings on a local and national level
(STEM, ELA, Curriculum Development (ASCD), National and State Charter School Conferences)
4. Perform teacher needs assessment for feedback regarding materials and technology
5. Recognize teachers for their outstanding work ethic and student performance results

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

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

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

The school's teacher mentoring program, including the rationale for pairing and planned mentoring activities include:
1. Highly effective teachers will mentor new teachers to provide ongoing support and resources.
2. Experienced teachers, new to the school, will be supported by their subject-specific team member.
3. Teams will meet at least monthly to discuss instructional issues, school policies and procedures enabling
new teachers to increase their knowledge of school operations.
4. Coverage will be provided for all new teachers to observe effective and highly effective teachers within the
first month of school.
5. New teachers will be observed using Marzano's iObservation program and feedback provided to help develop their teaching strategies and skills.
6. New hires will have a "Me Day" to talk with administration about classroom, equipment and instructional
needs

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

PPCA ensures the alignment of materials to the core instructional programs first through careful examination of the established state standards available through CPalms. Published and digital

materials are thoroughly researched for critical alignment to the standards. Sample materials are requested and previewed prior to purchase and teachers eagerly sample the materials to access the items' effectiveness and relevance. Lesson plans are documented with standards and materials used in instruction and reviewed weekly. Marzano lesson plan observations are conducted to ensure standards are addressed and appropriate instruction delivered.

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

PPCA uses data to provide and differentiate instruction to meet the diverse needs of students:
Data sources: Genesis, IDEAS, Pinnacle, teacher observation, teacher created assessments, PERT results, PSAT results, FSA and FCAT 2.0 results, PMRN/FAIR results
1. Teachers administer pre-, mid- and post tests.
2. Test results are monitored and instruction tailored to target mastery of subject matter.
3. Individual student grades are regularly recorded and tracked in Pinnacle by teacher and guidance counselor
to analyze student deficiencies.
4. Teachers, guidance counselor and administration review data and student behaviors to effectively address
student needs.
5. Study Hall allows supplemental instruction for students after school each day.
6. Resources for test prep are available on the school's website as well as print form.

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: After School Program

Minutes added to school year: 0

Students are provided extended learning opportunity of a 50-minute Study Hall after school each day.

Strategy Rationale

Rationale for the extended learning strategy is to provide students, who may lack additional support, an opportunity to acquire additional instruction and access to technology.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
CARVER, CATHY, cathy.carver@ppcacademy.net

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

Attendance data will be collected to record hours each student attending study hall.
Students will record the subjects they focus on daily in Study Hall.
Grades recorded in Pinnacle may be reflective of the extended learning 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

PPCA employs the following strategies to support incoming and outgoing cohorts of students in transition from one school level to another:
1. Mandatory parent/student meetings hosted by administration and guidance counselor prior to open enrollment and throughout the school year provide parents and students with important transitioning information. The collegiate high school director also participates in the informational meetings.
2. Peer-to-Peer student support. 10th grade students become mentors to incoming 9th grade students. Grade level team leaders communicate to develop a peer-to-peer mentor assignments.
3. Ninth grade teachers implement class building activities to strengthen student social skills and relationships.
Outgoing-
1. Student cohorts are supported with meetings hosted by the collegiate high school director to inform students of the collegiate program structure.
2. Guidance Counselor and administrator works directly with students to review Student Scholastic Report to ensure students are on track with high school transcript.
3. Multiple resources and practice are provided for PERT college placement test. Passing all three sections of PERT are needed for priority admission to collegiate program.

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

Student academic and career planning are made available by the Guidance Counselor who works closely with each student to review their Student Scholastic Report (SSR). The SSR serves as a progress monitoring tool and communication tool. Standardized test results, grade reporting, attendance, etc. are documented on the form. Review sessions are conducted by the Guidance Counselor, Principal and student at the end of first semester and the end of second semester. Parents are provided with a copy of the plan. The Principal and Guidance Counselor also collaborate to schedule PSAT and PERT assessments needed for advanced studies.
The Guidance Counselor attends college and university tours and meetings to obtain information to share with students and parents. The Guidance Counselor conducts financial aid workshops for parents and students with information obtained from the FLDOE financial aid conference.
PPCA students are provided with interest surveys and the results are used to research colleges and universities offering their programs of interest.
PPCA staff and board members have toured the Poly Technical University to gain insight to their program. Through communications, Poly Technical has offered PPCA the opportunity to participate in their "Women in STEM" program to increase female interest in STEM fields.

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

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

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

PPCA's mission is to improve the college readiness levels of students by facilitating a rigorous and relevant college preparatory curriculum infused with STEM academics and an array of educational supports within a small learning environment.
-Students earn technology industry certifications through Certiport MOS Microsoft 2013
-Students are given a challenging and rigorous high school curriculum including a college level course.
-Students are given the opportunity to take the PERT college placement test in ninth grade to satisfy college enrollment requirements.
-Students given the PSAT college readiness assessment in tenth grade to enhance college preparedness and increase scholarship opportunities.
-Students meet with Guidance Counselor a minimum of one time per semester to update course progress and Student Academic Plan.
-Frequent contact and advising is made with students and parents regarding community service and scholarship opportunities.

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

Polk Pre-Collegiate Academy is not listed in the High School Feedback Report.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. To increase student mathematics proficiency, PPCA will integrate higher order thinking and problem solving skills needed to meet the cognitive demands of state mandated assessments

G2. To increase student ELA proficiency, PPCA will integrate across all subject areas effective ELA strategies based on ELA Common Core/Florida Standards. (FSA 2014-2015 baseline was reported in T-Score calculations at the time of the SIP development, therefore, target percentages are an estimate.)

G3. To increase student Post secondary Readiness Test (P.E.R.T.) proficiency, PPCA will provide resources needed for skills building, reinforcement, and parent support.

G4. To increase student College and Career Readiness, PPCA will provide a minimum of two technology industry certifications to students enrolled in Finance and Business Technology.

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. To increase student mathematics proficiency, PPCA will integrate higher order thinking and problem solving skills needed to meet the cognitive demands of state mandated assessments 1a

G063869

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	85.0
Algebra I EOC Level 4	50.0
Geometry EOC Pass Rate	0.0
Algebra II EOC Pass Rate	0.0
College Readiness Mathematics	91.0

Resources Available to Support the Goal 2

- Math XL
- Laptop Computers - one to one student ratio
- TI-Nspire Graphing Calculators
- IDEAS
- CPalms
- After School Extended Learning
- Marzano Learning Sciences Effective Strategies
- College Placement Testing Resources (PERT)
- ASCD Professional Development
- National and State Charter Conference
- Kahn Academy

Targeted Barriers to Achieving the Goal 3

- Students are not yet proficient in higher order thinking skills needed to meet the cognitive demands of the Math Common Core/Florida Standards.

Plan to Monitor Progress Toward G1. 8

- Internal Assessment Data Reports via pre/mid/post tests
- IDEAS and Genesis Data Analysis Reports
- EOC/FSA Test Results

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Data from I-Observation, individual teacher lesson plans, Pinnacle, Student Scholastic Reports, Internal Assessment Data Reports via progress monitoring (pre/mid/post tests), IDEAS and Genesis Data Analysis Reports, Standardized and EOC Test Results

G2. To increase student ELA proficiency, PPCA will integrate across all subject areas effective ELA strategies based on ELA Common Core/Florida Standards. (FSA 2014-2015 baseline was reported in T-Score calculations at the time of the SIP development, therefore, target percentages are an estimate.) 1a

G063870

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	85.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
College Readiness Reading	91.0

Resources Available to Support the Goal 2

- Marzano Learning Sciences Effective Strategies
- ASCD Professional Development
- National Charter School Conference
- IDEAS
- CPalms
- College Test Prep Materials
- I-Observation for Evaluation and Feedback
- Laptop Computers - one to one student ratio
- After School Extended Learning

Targeted Barriers to Achieving the Goal 3

- Students are not yet proficient in higher order thinking skills to meet the rigorous demands of the ELA Common Core/Florida Standards. Areas of Craft and Structure and Integration of Knowledge and Ideas are areas of weakness.

Plan to Monitor Progress Toward G2. 8

- Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests)
- IDEAS and Genesis Data Analysis Reports
- Florida Standards Assessment

Person Responsible

CATHY CARVER

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

I-Observation Data, Lesson Plans, Pinnacle, Student Scholastic Reports, Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests), IDEAS and Genesis Data Analysis Reports, and Florida Standards Assessment

G3. To increase student Post secondary Readiness Test (P.E.R.T.) proficiency, PPCA will provide resources needed for skills building, reinforcement, and parent support. 1a

G063871

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	91.0
College Readiness Mathematics	91.0

Resources Available to Support the Goal 2

- Math XL
- PEG Writing
- CPalms
- College Test Prep Materials
- ASCD Curriculum Professional Development
- Marzano Learning Sciences Strategies
- After School Extended Learning
- Kahn Academy
- Laptop Computers - one to one student ratio
- Parent Resource Nights
- Research-based Reading Strategies

Targeted Barriers to Achieving the Goal 3

- Students are not yet proficient in higher order thinking skills to meet the cognitive demands of the Post secondary Readiness Test (PERT).

Plan to Monitor Progress Toward G3. 8

Guidance counselor will track progress by comparing College Entrance Practice Test scores to PERT Cut Scores.

Person Responsible
Carrie Tapp

Schedule
Semiannually, from 9/1/2015 to 1/15/2016

Evidence of Completion
PracticeTest Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Scholastic Reports

G4. To increase student College and Career Readiness, PPCA will provide a minimum of two technology industry certifications to students enrolled in Finance and Business Technology. 1a

G063872

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Participation	100.0
CTE Industry Certification Exam Passing Rate	75.0

Resources Available to Support the Goal 2

- NSTA STEM Conference and Professional Development
- Laptop Computers - one to one student ratio
- Classroom iPads
- Interactive White Boards
- CPALMS
- Online Texts and activities
- Teach Tech Conference and Professional Development
- Florida Polytechnic Partnership
- National Charter School Conference
- Marzano Learning Sciences Effective Strategies
- Extending Learning Hours

Targeted Barriers to Achieving the Goal 3

- Students have had limited access to integrated Microsoft Office 2013 activities.

Plan to Monitor Progress Toward G4. 8

Progress will be monitored using student artifacts, certification practice tests, grade reporting, competition entries and results

Person Responsible
CATHY CARVER

Schedule
Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion
Student artifacts, student grades, teacher lesson plans, iObservation of classroom activities and instruction

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. To increase student mathematics proficiency, PPCA will integrate higher order thinking and problem solving skills needed to meet the cognitive demands of state mandated assessments 1

G063869

G1.B1 Students are not yet proficient in higher order thinking skills needed to meet the cognitive demands of the Math Common Core/Florida Standards. 2

B164531

G1.B1.S1 In order to increase student math proficiency, teachers will use Marzano Learning Sciences strategies, accompanied by online texts and resources, to deliver instruction based on Math Common Core/Florida Standards. 4

S176041

Strategy Rationale

Because PPCA students have not yet met proficiency levels to satisfy the requirements of the Math Common Core/Florida Standards as evidenced by Pre-College Placement Exams, teachers will implement Marzano Learning Sciences strategies (e.g. homework and practice reinforcement, non linguistic representations, cooperative learning, questions, and cues).

Action Step 1 5

Teachers will implement Marzano Learning Sciences strategies to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Scholastic Record, and student artifacts.

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

Review student performance data and ensure implementation of Marzano Learning Sciences strategies used to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Scholastic Summaries, Progress monitoring (pre/mid/post tests) and student artifacts.

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

Review student performance data and ensure implementation of Marzano Learning Sciences strategies used to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Summary Reports, Progress monitoring (pre/mid/post tests) and student artifacts.

G2. To increase student ELA proficiency, PPCA will integrate across all subject areas effective ELA strategies based on ELA Common Core/Florida Standards. (FSA 2014-2015 baseline was reported in T-Score calculations at the time of the SIP development, therefore, target percentages are an estimate.) 1

G063870

G2.B1 Students are not yet proficient in higher order thinking skills to meet the rigorous demands of the ELA Common Core/Florida Standards. Areas of Craft and Structure and Integration of Knowledge and Ideas are areas of weakness. 2

B164532

G2.B1.S1 In order to increase student proficiency in ELA standards, teachers in all subject areas will ensure effective ELA strategies are infused into classroom instruction. 4

S176042

Strategy Rationale

Because PPCA students have not yet met proficiency levels to fully satisfy the requirements of the ELA Common Core/Florida Standards as evidenced by Pre-College Placement Exams, teachers will infuse classroom instruction with effective ELA strategies (e.g. close reading, inferencing, supporting arguments with evidence).

Action Step 1 5

Teachers will implement knowledge from ELA, STEM and professional development opportunities to engage in the effective use of ELA strategies, including developing interactive lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Person Responsible

CATHY CARVER

Schedule

Daily, from 9/1/2015 to 6/1/2016

Evidence of Completion

I-Observation Data, Lesson Plans, Pinnacle, Genesis, Student Scholastic Reports, and Student Artifacts

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

Review student performance data and ensure implementation of ELA strategies, including developing engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Person Responsible

CATHY CARVER

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

I-Observation Data, Lesson Plans, Pinnacle, Genesis, Student Scholastic Reports, and Student Artifacts

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

Review student performance data and ensure implementation of ELA strategies, including developing engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Person Responsible

CATHY CARVER

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

I-Observation Data, lesson plans, Pinnacle, Genesis, Student Scholastic Reports, student artifacts, and Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests)

G3. To increase student Post secondary Readiness Test (P.E.R.T.) proficiency, PPCA will provide resources needed for skills building, reinforcement, and parent support. 1

G063871

G3.B1 Students are not yet proficient in higher order thinking skills to meet the cognitive demands of the Post secondary Readiness Test (PERT). 2

B164533

G3.B1.S1 In order for students to increase their proficiency for meeting the passing requirements of the Post secondary Readiness Test, administration and staff will provide resources to both students and parents. 4

S176043

Strategy Rationale

Because PPCA students have not yet met proficiency levels on the PERT, PPCA will provide needed resources to both students and parents.

Action Step 1 5

Students will take a minimum of two college entrance practice tests prior to taking the PERT assessment.

Person Responsible

Carrie Tapp

Schedule

Semiannually, from 10/30/2015 to 4/22/2016

Evidence of Completion

Practice Test Results, Student Scholastic Reports, Guidance Counselor Data Chart, Varsity Tutors Progress Monitoring, Kahn Academy

Action Step 2 5

PPCA will host a mandatory Parent Night for each grade level to provide information and resources pertaining to collegiate program entrance requirements and financial aid.

Person Responsible

Carrie Tapp

Schedule

Annually, from 10/1/2015 to 1/15/2016

Evidence of Completion

Attendance Sheets, Instructional PowerPoint and Handouts posted on School Website

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

Guidance Counselor will monitor and chart practice test results.

Person Responsible

Carrie Tapp

Schedule

Quarterly, from 9/1/2015 to 9/1/2015

Evidence of Completion

Student Test Results, Student Scholastic Reports, Guidance Counselor Data Charts, Varsity Tutors Progress Monitoring

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

Practice Test results will be compared to PERT Cut Scores. Progress will be tracked and analyzed to direct instruction.

Person Responsible

Carrie Tapp

Schedule

Quarterly, from 10/30/2015 to 1/15/2016

Evidence of Completion

Practice Test Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Scholastic Report, Varsity Tutors Progress Monitoring

G4. To increase student College and Career Readiness, PPCA will provide a minimum of two technology industry certifications to students enrolled in Finance and Business Technology. 1

G063872

G4.B1 Students have had limited access to integrated Microsoft Office 2013 activities. 2

B164534

G4.B1.S1 PPCA administration and staff will provide students with consistent opportunities to incorporate technology certification skills in activities in all core and elective classes. 4

S176044

Strategy Rationale

Exposure to real-world applications and hands-on learning projects, which utilize collaboration and critical thinking skills, will lead to increased participation and proficiency in office technology skills.

Action Step 1 5

All business industry certification students will be required to participate in Applied Discovery Projects, with the opportunity for competition selection.

Person Responsible

Pam Gervase

Schedule

Quarterly, from 8/20/2015 to 6/3/2016

Evidence of Completion

Student samples of Applied Discovery Projects will be collected as evidence of the activity.

Action Step 2 5

PPCA will host schoolwide thematic cross-curricular weeks of integrated business industry certification activities.

Person Responsible

Pam Gervase

Schedule

Quarterly, from 10/22/2015 to 5/23/2016

Evidence of Completion

Lesson plans from all teachers documenting Applied Discovery activities based on the schoolwide theme.

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

Student progress toward industry certification will be tracked by teachers using practice exams, grade reporting and student artifacts.

Person Responsible

Schedule

Evidence of Completion

Student achievement certificates, practice exams, student artifacts, projects and competitions, lesson plans and iObservation results

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

Students will participate in a minimum of two industry certification examinations.

Person Responsible

Pam Gervase

Schedule

Quarterly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Student certification practice exams, certification exam results, successful completion certificates, lesson plans, iObservation

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will implement Marzano Learning Sciences strategies to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.	CARVER, CATHY	9/1/2015	Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Scholastic Record, and student artifacts.	6/1/2016 biweekly
G2.B1.S1.A1	Teachers will implement knowledge from ELA, STEM and professional development opportunities to engage in the effective use of ELA strategies, including developing interactive lesson plans with a focus on rigor, higher order questioning, and critical thinking.	CARVER, CATHY	9/1/2015	I-Observation Data, Lesson Plans, Pinnacle, Genesis, Student Scholastic Reports, and Student Artifacts	6/1/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Students will take a minimum of two college entrance practice tests prior to taking the PERT assessment.	Tapp, Carrie	10/30/2015	Practice Test Results, Student Scholastic Reports, Guidance Counselor Data Chart, Varsity Tutors Progress Monitoring, Kahn Academy	4/22/2016 semiannually
G4.B1.S1.A1	All business industry certification students will be required to participate in Applied Discovery Projects, with the opportunity for competition selection.	Gervase, Pam	8/20/2015	Student samples of Applied Discovery Projects will be collected as evidence of the activity.	6/3/2016 quarterly
G3.B1.S1.A2	PPCA will host a mandatory Parent Night for each grade level to provide information and resources pertaining to collegiate program entrance requirements and financial aid.	Tapp, Carrie	10/1/2015	Attendance Sheets, Instructional PowerPoint and Handouts posted on School Website	1/15/2016 annually
G4.B1.S1.A2	PPCA will host schoolwide thematic cross-curricular weeks of integrated business industry certification activities.	Gervase, Pam	10/22/2015	Lesson plans from all teachers documenting Applied Discovery activities based on the schoolwide theme.	5/23/2016 quarterly
G1.MA1	- Internal Assessment Data Reports via pre/mid/post tests - IDEAS and Genesis Data Analysis Reports - EOC/ FSA Test Results	CARVER, CATHY	9/1/2015	Data from I-Observation, individual teacher lesson plans, Pinnacle, Student Scholastic Reports, Internal Assessment Data Reports via progress monitoring (pre/mid/post tests), IDEAS and Genesis Data Analysis Reports, Standardized and EOC Test Results	6/1/2016 biweekly
G1.B1.S1.MA1	Review student performance data and ensure implementation of Marzano Learning Sciences strategies used to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.	CARVER, CATHY	9/1/2015	Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Summary Reports, Progress monitoring (pre/mid/post tests) and student artifacts.	6/1/2016 biweekly
G1.B1.S1.MA1	Review student performance data and ensure implementation of Marzano Learning Sciences strategies used to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.	CARVER, CATHY	9/1/2015	Data from I-Observation, individual teacher lesson plans, Pinnacle, Genesis, Student Scholastic Summaries, Progress monitoring (pre/ mid/post tests) and student artifacts.	6/1/2016 biweekly
G2.MA1	- Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests) - IDEAS and Genesis Data Analysis Reports - Florida Standards Assessment	CARVER, CATHY	9/1/2015	I-Observation Data, Lesson Plans, Pinnacle, Student Scholastic Reports, Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests), IDEAS and Genesis Data Analysis Reports, and Florida Standards Assessment	6/1/2016 weekly
G2.B1.S1.MA1	Review student performance data and ensure implementation of ELA strategies, including developing engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.	CARVER, CATHY	9/1/2015	I-Observation Data, lesson plans, Pinnacle, Genesis, Student Scholastic Reports, student artifacts, and Internal Assessment Data Reports via Progress Monitoring (pre/mid/post tests)	6/1/2016 weekly
G2.B1.S1.MA1	Review student performance data and ensure implementation of ELA strategies, including developing engaging lesson plans with a focus on rigor, higher order questioning, and critical thinking.	CARVER, CATHY	9/1/2015	I-Observation Data, Lesson Plans, Pinnacle, Genesis, Student Scholastic Reports, and Student Artifacts	6/1/2016 biweekly
G3.MA1	Guidance counselor will track progress by comparing College Entrance Practice Test scores to PERT Cut Scores.	Tapp, Carrie	9/1/2015	PracticeTest Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Scholastic Reports	1/15/2016 semiannually
G3.B1.S1.MA1	Practice Test results will be compared to PERT Cut Scores. Progress will be tracked and analyzed to direct instruction.	Tapp, Carrie	10/30/2015	Practice Test Scores, PERT Cut Scores, Guidance Counselor Data Graph, Student Scholastic Report, Varsity Tutors Progress Monitoring	1/15/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Guidance Counselor will monitor and chart practice test results.	Tapp, Carrie	9/1/2015	Student Test Results, Student Scholastic Reports, Guidance Counselor Data Charts, Varsity Tutors Progress Monitoring	9/1/2015 quarterly
G4.MA1	Progress will be monitored using student artifacts, certification practice tests, grade reporting, competition entries and results	CARVER, CATHY	9/1/2015	Student artifacts, student grades, teacher lesson plans, iObservation of classroom activities and instruction	6/1/2016 monthly
G4.B1.S1.MA1	Students will participate in a minimum of two industry certification examinations.	Gervase, Pam	9/1/2015	Student certification practice exams, certification exam results, successful completion certificates, lesson plans, iObservation	6/1/2016 quarterly
G4.B1.S1.MA1	Student progress toward industry certification will be tracked by teachers using practice exams, grade reporting and student artifacts.		Student achievement certificates, practice exams, student artifacts, projects and competitions, lesson plans and iObservation results	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. To increase student mathematics proficiency, PPCA will integrate higher order thinking and problem solving skills needed to meet the cognitive demands of state mandated assessments

G1.B1 Students are not yet proficient in higher order thinking skills needed to meet the cognitive demands of the Math Common Core/Florida Standards.

G1.B1.S1 In order to increase student math proficiency, teachers will use Marzano Learning Sciences strategies, accompanied by online texts and resources, to deliver instruction based on Math Common Core/Florida Standards.

PD Opportunity 1

Teachers will implement Marzano Learning Sciences strategies to deliver instruction based on Math Common Core/Florida Standards in order to increase student proficiency.

Facilitator

Cathy Carver

Participants

PPCA Math Instructors, Guidance Counselor, all students

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

G2. To increase student ELA proficiency, PPCA will integrate across all subject areas effective ELA strategies based on ELA Common Core/Florida Standards. (FSA 2014-2015 baseline was reported in T-Score calculations at the time of the SIP development, therefore, target percentages are an estimate.)

G2.B1 Students are not yet proficient in higher order thinking skills to meet the rigorous demands of the ELA Common Core/Florida Standards. Areas of Craft and Structure and Integration of Knowledge and Ideas are areas of weakness.

G2.B1.S1 In order to increase student proficiency in ELA standards, teachers in all subject areas will ensure effective ELA strategies are infused into classroom instruction.

PD Opportunity 1

Teachers will implement knowledge from ELA, STEM and professional development opportunities to engage in the effective use of ELA strategies, including developing interactive lesson plans with a focus on rigor, higher order questioning, and critical thinking.

Facilitator

Cathy Carver

Participants

All PPCA Staff

Schedule

Daily, from 9/1/2015 to 6/1/2016

Technical Assistance Items

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