

Polk County Public Schools

Polk Pre Collegiate Academy



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	15
Positive Culture & Environment	18
Budget to Support Goals	19

Polk Pre Collegiate Academy

5316 BERKLEY RD, Auburndale, FL 33823

<http://ppcacademy.net>

Demographics

Principal: Joy Scott

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-10
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Hispanic Students White Students
School Grades History	2018-19: A (79%) 2017-18: A (82%) 2016-17: A (74%) 2015-16: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

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

Demographic Information

Principal start date

Thursday 7/1/2021, Joy Scott

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

0

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

1

Total number of teacher positions allocated to the school

6

Total number of students enrolled at the school

150

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

0

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

0

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

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

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	77	70	0	0	147
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	77	70	0	0	147	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	0	0	3	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	83%	45%	38%	55%	28%
Cohort Comparison						
10	2021					
	2019	90%	42%	48%	53%	37%
Cohort Comparison		-83%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	54%	44%	67%	31%

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	57%	43%	70%	30%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	50%	25%	61%	14%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	53%	30%	57%	26%

Grade Level Data Review - Progress Monitoring Assessments

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

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

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

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

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

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20

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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	79
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	552
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	80
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	80
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

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

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

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

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

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

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

Social Studies went from 83% achievement to 100%.

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

Change in personnel.

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

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

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

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

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

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

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:

Teachers will implement highly effective strategies to deliver instruction based on B.E.S.T. Math Florida Standards to increase student proficiency, specifically in learning gains, the lowest 25%, and SWDs. In order to increase proficiency across grade levels, the lowest 25%, and SWDs, teachers will implement highly effective strategies of instruction (modeling, reinforcement, reflection, engagement activities, building relationships) and work as a department to coach and collaborate ensuring data and assessments reflect growth.

Measureable Outcome:

Learning gains in Math will increase by at least 5%.

Monitoring:

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

Person responsible for monitoring outcome:

Joy Scott (joy.scott@ppcademy.net)

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

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

Person Responsible

Joy Scott (joy.scott@ppcademy.net)

#2. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus****Description and Rationale:**

By strengthening trauma-sensitive classrooms, teachers will further develop relationships to help foster growth with students.

Measureable Outcome:

An increase in Math and ELA FSA learning gains scores by at least 10%, increase in strategies documented in lesson plans, and visible in classroom observations.

Monitoring:

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

Person responsible for monitoring outcome:

Joy Scott (joy.scott@ppcacademy.net)

Evidence-based Strategy:

1. Professional Development on mental health by February 10, 2022.
2. Progress Monitoring Data Analysis- ongoing/quarterly
3. Coaching
4. Lesson Plan and Classroom Observation- ongoing

Rationale for Evidence-based Strategy:

Based on data and strategies acquired through the YMHFA training, will facilitate the detection of mental health challenges for youth, and guide the process of monitoring and providing the support necessary for student development.

Action Steps to Implement

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

Person Responsible

Joy Scott (joy.scott@ppcacademy.net)

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

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

Action Steps to Implement

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

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

Additional Schoolwide Improvement Priorities

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

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

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

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

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

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

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

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

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

Faculty/Staff/Administration - Maintain a positive attitude, support students both academically and emotionally, work to identify and correct areas of weakness to make PPCA even better.
 Board of Directors - Members of the community who make decisions to guide what they believe are in the best interest of all PPCA stakeholders.

Part V: Budget

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