

Volusia County Schools

# Pine Ridge High School



2015-16 School Improvement Plan

# Pine Ridge High School

926 HOWLAND BLVD, Deltona, FL 32738

<http://myvolusiaschools.org/school/pineridge/pages/default.aspx>

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)</b>
High	No	66%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate (Reported as Non-white on Survey 2)</b>
No	No	53%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	C	B	D

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

## 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Panthers will graduate high school in 4 years or less with a diploma in one hand and a plan for a successful personal future in the other.

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

Through creative approaches we commit ourselves to nurture mutual respect, personal responsibility and individual growth, thereby fostering lifelong success for our students.

#### School Environment

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

The school year includes events such as: Open House, Future Freshman Night, High School Showcase, Parent Night, athletic events, social events (band, drama & chorus performances). These provide multiple opportunities for teachers to interact with students and their parents/caregivers in a more relaxed setting which is conducive to relationship building and developing a common vision of what the students need and how the support systems can collaborate to help each student be successful.

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

The safety, security and well being of all students and stakeholders on campus is the utmost priority. Standard security procedures include campus advisers that constantly patrol all areas of the campus, both on foot and on the golf carts. Video surveillance is utilized. A full time SRC is available on campus during regular school hours and a majority of after school events. The front entrance gate is monitored at all times during the school day and administration remains visible and available throughout the day. Staff is provided multiple trainings regarding student and full campus security so all staff on campus are able to provide support for students.

All school activities are supervised by authorized staff and the supervision is required until the students in that group are safely off campus. A security patrol is conducted each school day for 2 hours after the last bell. A security person lives on sight in a trailer on the school grounds.

There is a zero tolerance for bullying. Full investigations are initiated when an issue is raised and brought to the attention of staff.

##### **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**

Effective classroom management minimizes adverse student behaviors and effective classroom management relies heavily upon student engagement. Students are expected to work bell to bell with an initial 'bell ringer' reviewing previously addressed material reinforcing the skills and providing a formative assessment to direct teaching. Teachers use the first 15 school days to demonstrate, reinforce classroom expectations, procedures and behaviors. The expectations are reinforced throughout the school year with these expectations posted in the classroom for visual reference as



well as orally instructed.

Classroom behaviors that disrupt the learning environment may result in a referral and temporary 'time out' serving ISS where course work is provided; this reinforces behaviors will not interrupt learning.

The Volusia County Schools Code of Conduct is provided to every student and family and the guidelines are followed and enforced with the focus on student safety and academic success. New teachers are provided PAR teacher supports, teachers with 2 years in Volusia County schools are assigned a school based peer mentor, PD training such as CHAMPS and administrative presence and support.

Tardy sweeps are randomly conducted to ensure students are moving to class on time.

Peer mentors are assigned to new teachers on campus for additional supports and the instructional leaders are specifically identified individuals who support the entire school in their area of expertise; classroom management, differentiated instruction, student data based curriculum, etc.

### **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**

The students are provided multiple levels of support:

ESE students benefit from a full time behavioral specialist on campus, Support Facilitators are present in most core classes. There is an on campus Autism Group which meets with a specially trained teacher where social and academic expectations and struggles are discussed and supported. All students are eligible for peer mentoring support through which is a peer based academic support system provided in the classrooms. Often the peer support extends beyond academics and provides a level of camaraderie.

All staff is required to attend annual trainings regarding dating violence, suicidal warning signs, bullying/harassment prevention.

A full time SRO is available to address any serious student concerns and works in conjunction with the guidance counselors.

A Halifax Behavioral Specialist has an office on campus and is available for emergencies.

PST is implemented based upon teacher/guidance recommendation as well as the EWS.

### **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**

Pine Ridge High School utilizes the following early warning indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- 5 week progress monitoring identifying students struggling with subject area proficiency
- Student data evaluation by guidance, classroom teachers, academic coaches and administration to track student progress

### **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
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	2	0	0	2
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	17	35	20	1	73

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	27	39	21	1	88

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

- Social worker follow-up for students 15 yrs. or younger for attendance concerns.
- Gen. Ed. suspensions monitored and increasing parental conferences to address on campus as well as outside concerns
- PST recommendations initiated for students identified by EWS indicators
- ESE student suspensions - classroom support by school behavioral specialist, teacher classroom support for FBA/accommodations implementation, suspension reviews to evaluate new supports
- Academic coaches support teachers and assist with student learning
- After school remedial math lab; especially beneficial to those students still needing to pass Alg. EOC
- Intensive reading course offered for identified students
- PRIDE remediation period built into schedule M,T,Th,F
- E Learning Program implemented this SY allowing students to enroll full time in the online program with greater scheduling flexibility. The lab remains open from 10:30am to 6pm

**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**

For the 2015-2016 school year, we are making a concerted effort to reach out to parents on attendance issues. The school has increased vigilance for attendance tracking and reporting, including closer liaison with district social workers to monitor and support regular school attendance. A district social worker will be available to specifically address attendance concerns. We are working as a staff to model classroom management techniques and student engagement assignments to reduce the number of students who miss class time. Open House, Future Freshman Night, High School Showcase, Parent Night and Financial Aid Night

are all school sponsored events that provide an opportunity for parents/caregivers to interact, observe, ask questions, build relationships with school staff and receive information pertaining to progress monitoring.

The 2015-2016 SY Freshman Orientation was moved to an evening event starting at 6pm allowing parents to participate and meet staff while becoming familiar with the campus. In the past it has been held during the day and parents did not attend. The event was a success with more families than the auditorium could hold.

The online Grade-book allows 24 hour internet access to every enrolled student's progress. The details include attendance and course work performance.

**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**

The OJT program (On the Job Training) builds relationships among the local business community and students allowing for skill building and real life experiences while still in high school.

Representatives from all branches of the local armed forces are present on campus regularly providing information about their respective branch of service, enlistment criteria including academic expectations and as student support.

The AVID program enlists tutors from local colleges to provide academic and social support for students in the AVID classes.

Local colleges provide informational seminars regarding financial opportunities, enrollment criteria and academic support.

Our Healthcare Academy has intern/job shadowing programs with local healthcare agencies allowing our academy students real life experiences to enhance their classroom curriculum and develop relationships within the industry that interests them.

Our new STEM program provides hands-on training for industry skills; Volusia County is home to over 600 manufacturing industries. Partnering with the Volusia County Manufacturers Organization to continue to develop skills within the local community is a bridge to future partnerships.

We now offer dual enrollment courses at Daytona State College as well as Bethune Cookman. The relationships offer a variety of post-high school options and experiences.

The SAC committee is comprised of a range of local community members with a common desire to support the students, school and community as a whole.

**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
Atkinson, John	Principal
Feltner, Kim	Assistant Principal
Leader, Michael	Assistant Principal
Selesky, Cheryl	Assistant Principal
Cunningham, Kerry	Assistant Principal
Zow, Dannica	Instructional Coach
Jones, Lisa	Instructional Coach
Alves, Aaron	Administrative Support
Morgan, Stephanie	Teacher, K-12
Poyner, Eric	Teacher, K-12
Hess, jack	Teacher, ESE
Goode, Mindy	Teacher, K-12
Hampshire, Jennifer	Teacher, ESE
Gowen, Linda	Teacher, K-12

## Duties

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

The Volusia County district eliminated the 'department chair' positions allowing school based flexibility to appoint instructional leaders. These leaders volunteered, met with the principal regarding leadership roles, expectations and involvement in the developing and facilitation of the school based PD. At this time we have 9 instructional leaders each with specific expertise that is to be used as a classroom support for teacher support and student success.

The instructional leaders will have input and ownership of PD topics which are driven by the self-identified needs of the teachers. The leaders will support the individual classrooms, PLCs and all stakeholders.

### ***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***

The school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at

the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Initiatives include continuing PRIDE time and developing concepts for additional career academies. The population we serve makes it difficult to provide remediation/acceleration activities for students before and after school. Transportation and funds are major barriers.

Incorporate a forty-four minute intervention/acceleration period into daily schedule. Students will be able to migrate, with teacher permission, to those classes/subjects where they need the most assistance. On

grade level students can be given acceleration events.

Working with local governmental officials, district staff and community business interests, we are developing concepts for new finance and manufacturing academies. The new STEM program classroom opened the week of Sept. 8th. The hands- on lab is scheduled to open for student use the first week of October 2015. The program has been populated, the facility includes a complete overhaul of the old wood-shop facility into a state of the art technology lab featuring robotics, CAD, 3D printers, Laser printing. The program will allow students to earn various industry certification exams making them employment eligible upon graduation.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Blackburn, Tammy	Parent
Buday, Jennifer	Student
Buday, Lorraine	Parent
Duckworth, Gerry	Parent
Giordano, Melanie	Parent
Greenfield, Stephanie	Parent
Greenfield, Victoria	Student
Haley, Margaret	Education Support Employee
Krupa, Bruce	Teacher
Krupa, Jennifer	Education Support Employee
Monroe, Sherrie	Teacher
Morin, Freddy	Teacher
Schoening, Ann	Parent
Schoening, Christopher	Student
Treloar, Catherine	Parent
Usher, Erica	Parent
Williams, Cassandra	Parent
Williams, Danielle	Student
Akers, Timothy	Teacher
Atkinson, John	Principal
Feltner, Kimberly	Education Support Employee
Gerker, Laurie	Business/Community
Coffey, Lisa	Parent
Jones, Phyllis	Parent
Fickes, Carli	Student
Fickes, Carol	Parent
Fickes, Cortney	Student
Giordano, Sierra	Student
McNeil, Lisa	Education Support Employee
Monroe, Catherine	Student
Morgan, Ivy Grace	Student
Orellana, Porfirio	Student

### 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*

Open discussion during the August 31, 2015 meeting involving the academic and intervention strategies implemented for the 2014-2015 school year including overall AP student achievement at

approximately 44%. The need to remain focused on the reading strategies and supports to continue increasing reading scores and state assessed content areas which are required for students to earn a standard diploma.

*Development of this school improvement plan*

The SAC reached consensus that student engagement with a focus on Writing, Inquiry, Collaboration, Organization and Reading strategies and skills should be the continuing focus of the SIP. The WICOR strategies are the foundation of the AVID learning strategies which is also a focus of the school improvement plan as PRHS is working towards AVID demonstration school status. The investigative process for the expected 2016-2017 SY implementation of AICE Cambridge courses to allow students alternatives to IB, dual enrollment and AP.

*Preparation of the school's annual budget and plan*

The SAC support various school activities through the allocation funding, when available. The SAC provides a vehicle for parent, student, teacher and support staff input on the operation of the school. SIP funds, when available, will be used to support student activities, field studies, clubs and groups, and other worthwhile activities as deemed by the SAC. Fund requests must be in writing and submitted at least 14 days prior to the next scheduled meeting for review and consideration. Requests must also be made in person. Any funds must be aligned to strategies detailed in the SIP.

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

SIP funds, when available, will be used to support student activities, field studies, clubs and groups, and other worthwhile activities as deemed by the SAC. The SAC funds available at the beginning of the 2015-2016 school year totaled approx. \$3100.00. This was due to recognition money for the 2014-2015 school year as well as district funding for the 2015-2016 school year.

***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
Atkinson, John	Principal
Cunningham, Kerry	Assistant Principal
Feltner, Kim	Assistant Principal
Leader, Michael	Assistant Principal
Selesky, Cheryl	Assistant Principal
Jones, Lisa	Instructional Coach
Zow, Dannica	Instructional Coach

**Duties**

### **Describe how the LLT promotes literacy within the school**

Assistant Principals for Testing, Discipline, and Data: Supports principal's vision for literacy instruction and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of literacy skills of school staff, ensuring implementation, ensuring adequate professional development to support implementation, and communicating with parents regarding school-based literacy plans and activities. Each AP provides data and analysis related to their area: testing, discipline, and data.

Selected General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

The instructional coaches provide in classroom peer observations, peer lesson plan design support, intervention opportunities for students and PD facilitation.

## **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**

The PAR program has been reduced county wide; new teachers are provided PAR teachers, but the interactions are reduced so all new or new to PRHS teachers are provided school based peer mentors for support.

Collaborative PD is offered where interaction, conversation, discussion and problem solving takes place. Teachers dictate the PD topics based upon a survey of their interests and identified needs.

Common planning is provided for subject areas; i.e. algebra 1, geometry, English 1, etc.... this is a change from last year where each department had a common planning. This limited course availability during certain class periods, so a refocused common planning was implemented.

Monthly department/administrative meetings are held to discuss any issues, concerns or needs.

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

Person responsible - Principal, John Atkinson

Interviews at Job Fair, advertisements, word of mouth, networking with colleagues.

Implement professional development relevant to student success based upon student progress data, teacher input and areas of need identified by teachers for skill building.

School based mentor teachers are assigned to new or new to PRHS teachers . Teachers new to teaching are assigned a PAR teacher for support.

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

New/beginning teachers supported by district PAR teachers. New/beginnings teachers assigned school level mentor. New/beginning teachers meet on regular basis with subject area colleagues for department meetings and peer PLCs and with other new/beginning teachers and assistant principal.

Teacher mentors are assigned based upon subject areas, professional development focus or peer relationships evolved from cross curricular activities. Teachers are surveyed to see who would like to peer mentor, would want a peer mentor or identify an established relationship so the supports can be monitored.

DPP focus is built into the PD opportunities allowing teachers to monitor and document their progress through the year.

Peer collaboration as well as peer observations in model classrooms are scheduled; if necessary to accommodate a new teacher being able to observe a teacher with a specific areas of strength, subs are utilized to allow the new teacher the opportunity to observe a peer in action.



## 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***

All classrooms utilize and follow the curriculum maps provided for each subject area course as written and detailed by the FLDOE. Teachers are implementing learning strategies in their classrooms designed to expose and familiarize students with the formats of end of course assessments (State and district) while following the curriculum maps and pacing guides so students have the best opportunity for mastery and subject area testing familiarity using the new AIR platform for the 2015-2016 school year.

Instructional leaders, content area instructional coaches, teaching staff and administration work cohesively to ensure relevant teaching strategies and maintain the academic pace necessary to prepare students.

PRHS is working towards being recognized as an AVID (Advancement Via Independent Determination) Demonstration school.

During the 2015-2016 SY, PRHS was recognized as a pilot school for the Performance Based Exit Option for high school students to earn an Exit Option certificate (formerly called GED) with an opportunity to enhance their opportunities by taking and passing state graduation requirement assessments allowing them to gain entry to the military or college not limited to the certificate programs.

During the 2015-2016 school year, PRHS will be researching the Cambridge curriculum to enhance the academic opportunities of the students by competing with such programs as IB.

#### 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***

Assistant Principals for Testing, Discipline, and Data: Supports principal's vision for implementation of WICOR strategies and instruction while directing coaches to provide specific support to targeted groups.

Assists principal in conducting assessment of literacy skills of school staff, ensuring implementation, ensuring adequate professional development to support implementation, and communicating with parents regarding school-based learning strategies and activities.

Each AP provides data and analysis related to their area: testing, discipline, and data.

Selected General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

PRIDE time provides 4 periods a week for teachers to reinforce skills and assist student in subject area mastery. PRIDE allows for remediation, retaking of assessments, review and peer support opportunities so collaborative learning can take place.

Students are provided opportunities to test using multiple assessment formats, PERT, ACT, SAT as well as the state FSA format providing a diverse testing opportunity to assist with student achievement.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 0

PRIDE time built in the school day provides additional learning time four days per week.

**Strategy Rationale**

Students provided opportunity for skill building, reinforcement of course materials, collaborative learning, assessment retake or one on one instruction from teacher. Those on level and on pace provided opportunity for peer tutoring, collaboration, test preparation or time to work on assignments

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Atkinson, John, jatkinso@volusia.k12.fl.us

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

Data is collected and studied in the school data room.

**Strategy:** Extended School Day

**Minutes added to school year:** 0

5 days per week in E Learning lab available for students from 3pm - 5:45pm.

**Strategy Rationale**

E Learning format allows greater flexibility for certain students whose lives do not fit into the regular school day. Students provided opportunity for skill building, preparation for EOC assessments and credit retrieval to ensure on time graduation.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Feltner, Kim, ksfeltne@volusia.k12.fl.us

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

Data is collected and studied in the school data room.

**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**

8th grade articulations are performed at the middle school level for incoming 9th graders to ensure proper academic placement and ESE supports are in place.

9th grade early registration takes place allowing students to chose their preferred courses and electives.

Student data (transcripts, test scores, academic history) is evaluated and students are placed in the courses where they will most likely be successful based upon the data provided.

Level 1 students will be placed in remedial courses designed to build those skills.

All students are prepared to successfully pass the EOCs (State and district).

DIAs, VLTs, SMT's, district EOCs, state FSA's, PERT, ACT, PSAT and AP exams are administered with fidelity throughout the school year allowing student progress monitoring, data evaluation, remedial opportunities and post-secondary readiness.

## 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***

Academic and career planing is supported through the guidance department, and through career academy advisor/advisee relationships.

A variety of strategies have been implemented to prepare high school students for post secondary education and

employment. Specific programs and or initiatives that are used at the school and district level:

- Dual Enrollment
- Early College
- Career Academies
- High School Showcase
- AVID
- Career and Technical Education Classes
- Advanced Placement Opportunities
- College Expo
- College Tours
- College Rep Visits

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

Pine Ridge High School offers students career awareness opportunities through job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Each program offers students the opportunity to earn the Ready to Work national certification and Industry Certifications in their specific career cluster. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund named Volusia County Schools as a Career Academy Innovative Community at the Leadership Level. Volusia is the third district in the country to receive such recognition. In addition, Pine Ridge High School offers OJT, DCT, and a Gold Seal Program for Diversified Career Technology.

The new STEM program opens the 2015-2016 SY affording hands on application and skills development in a state of the art technology lab. Various industry certifications are available as student transition through the program.

Some ICE certifications available through on campus instruction:

- Adobe Certified Associate (Photoshop)
- Microsoft Office Specialist Bundle

- Certified Food Protection Mgr.
- MSSC Safety Assessment

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

Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Each program offers students the opportunity to earn the Ready to Work national certification and Industry Certifications in their specific career cluster. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund named Volusia County Schools as a Career Academy Innovative Community at the Leadership Level. Volusia is the third district in the country to receive such recognition. In addition, Pine Ridge High School offers OJT, DCT, and a Gold Seal Program for Diversified Career Technology.

Students have the option to participate in all programs as well as join an academy track where a specific curriculum is identified using a team of teachers who collaborate to ensure concepts, academic rigor and relevant focus is extended through the students' academic day. We have identified teachers who have stated they want to be part of an academy track. We have identified English, science, CTE & SS teachers who the academy students are rostered with to ensure a uniform curriculum, peer support system and teacher collaborative opportunities to build the programs.

**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**

Implementation of learning strategies based upon WICOR will provide academic and life skill supports providing and promoting independent learning opportunities, skills reinforcement, peer collaboration and subject matter retention based upon repeated exposure to concepts for retention improvement. Evaluation of 2015 school data indicates a reading strategy deficit in most subject areas as well as a writing deficit. Specific ELA standards have been identified as needing additional student remediation and content support; analysis has been identified as a concept of focus for the 2015-2016 SY. The district writing coach will be involved in professional development focusing on strategies for these specific standards.

Critical Thinking & Career Research courses were added to the curriculum for the 2015-2016 SY. All incoming freshman are required to take the courses (unless administratively approved to take alternative). The focus of the courses is to provide reading strategies, study skills; build foundational academic strategies which will assist the students to be successful in their courses and graduation on time.

## 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.

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### **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:

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### **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.

ELA standards and skills focusing moving from summary to analysis. Critical thinking and independent learning supports needed to increase student mastery and assessment performance.

### **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.

Movement in reading and writing achievement has been limited; 2-3 points of improvement per year for the last few years. Specific ELA standards have been identified as lacking mastery; these focus around analysis of information. Improving the foundational use of reading strategies and teacher professional development of how to implement these strategies will identify what is successful.

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## 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.** Teachers will implement rigorous teaching instruction aligned to standards through the implementation of AVID strategies identified in WICOR.

## 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.** Teachers will implement rigorous teaching instruction aligned to standards through the implementation of AVID strategies identified in WICOR. 1a

G069081

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0
4-Year Grad Rate (Standard Diploma)	70.0
Algebra I FSA EOC Pass Rate	50.0
Geometry EOC Pass Rate	65.0
Bio I EOC Pass	75.0
Advanced coursework completion - H.S.	63.0

**Resources Available to Support the Goal** 2

- PRIDE time; implementation of common planning for core teachers; implementation of a rigorous social studies graduation requirement class in ninth grade.
- PD directly related to WICOR strategies
- Teacher input pertaining to PD focus
- Conversion of teaching unit into 6 period supplements

**Targeted Barriers to Achieving the Goal** 3

- Staffing allocations to ensure class size compliance.
- Faculty implementation of AVID PD strategies; classroom implementation, reflection and necessary revision.

**Plan to Monitor Progress Toward G1.** 8

Implementation of WICOR strategies modeled in the PD sessions

**Person Responsible**

Kim Feltner

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Teacher input via online survey or written reflection regarding specific PD training requests and evaluations of strategies and implementation

## 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.** Teachers will implement rigorous teaching instruction aligned to standards through the implementation of AVID strategies identified in WICOR. **1**

 G069081

**G1.B1** Staffing allocations to ensure class size compliance. **2**

 B179522

**G1.B1.S1** Working collaboratively with the district office, intentions are to ensure PR teachers of same subject areas have a common planning time. **4**

 S190840

### Strategy Rationale

Common planning time for PLCs, peer support and discussion provides platform for learning, implementation, discussion and revision.

### Action Step 1 **5**

Maintain common planning time for same subject content area teachers.

#### Person Responsible

John Atkinson

#### Schedule

Daily, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Data monitored and updated in data room. Common planning time will allow for teachers to work collaborative on pacing of instruction and assessment data.



**Action Step 2** 5

Continue school wide initiative to implement WICOR strategies in all classrooms.

**Person Responsible**

Kim Feltner

**Schedule**

Every 6 Weeks, from 9/2/2015 to 6/10/2016

**Evidence of Completion**

Data/progress monitoring results. PLS minutes. Teacher implementation & evaluation data.

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

Progress monitoring of common planning and implementation of WICOR strategies in classrooms.

**Person Responsible**

John Atkinson

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Data posted and monitored in data room. Monthly department and administrative meetings to discuss current climate and classroom issues.

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

Teacher input and reflection of strategy implementation

**Person Responsible**

Kim Feltner

**Schedule**

Every 6 Weeks, from 9/2/2015 to 6/10/2016

**Evidence of Completion**

Student data results and progress monitoring combined with the teacher input regarding their reflections regarding the implementation of strategies covered in PD

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

Effectiveness of common planning for same subject content area teachers, implementation of PD and WICOR strategies.

**Person Responsible**

John Atkinson

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Data posted and monitored in data room and monthly department and administrative meetings to discuss classroom climate and issues.

**G1.B1.S4** Utilize instructional leaders across content areas to provide individual and classroom supports. 4

 S190843

**Strategy Rationale**

Provide common language and vocabulary throughout the campus

**Action Step 1 5**

Instructional leaders will provide common language for strategies developing student assessment preparedness.

**Person Responsible**

John Atkinson

**Schedule**

Daily, from 9/2/2015 to 6/10/2016

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Student data will be reviewed. Monthly instructional leaders will meet with Mr. Atkinson to discuss student progress and identify any classroom supports needed.

**Person Responsible**

John Atkinson

**Schedule**

Monthly, from 9/2/2015 to 6/10/2016

***Evidence of Completion***

Teacher provided input, student achievement results, student survey data and the reduction of students who fail core content area classes.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Identify the percentage of students requiring remediation for core classes & graduation impacted assessments to establish increase in student achievement or academic gaps that need addressing.

**Person Responsible**

John Atkinson

**Schedule**

Monthly, from 9/2/2015 to 6/10/2016

***Evidence of Completion***

Overall passing rates, performance data for identified ELA standards and graduation rate

**G1.B1.S5** Separating a teaching unit into 6 period supplements 4

 S190844

**Strategy Rationale**

Allowing staff to add a 7th period allows for balancing of class size, continuation of instruction by certified in the content area instructors and permits students to have access to instruction in a more timely manner

**Action Step 1** 5

Adjusting master schedule to accommodate 7th period addition of identified content areas of need

**Person Responsible**

Michael Leader

**Schedule**

Quarterly, from 10/2/2015 to 6/10/2016

***Evidence of Completion***

Population of 7th periods created allowing students access to certified instructors rather than substitutes and less exposure to content


**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

**Person Responsible**


**Schedule**

***Evidence of Completion***

**G1.B2** Faculty implementation of AVID PD strategies; classroom implementation, reflection and necessary revision. **2**

 B179523

**G1.B2.S2** Utilize instructional leaders across content areas to provide individual and classroom supports. [copy] **4**

 S190846

### **Strategy Rationale**

Provide common language and vocabulary throughout the campus

### **Action Step 1** **5**

Instructional leaders will provide common language for strategies developing student assessment preparedness.

#### **Person Responsible**

John Atkinson

#### **Schedule**

Daily, from 9/2/2015 to 6/10/2016

#### **Evidence of Completion**

Students will be able to define rigor, detail learning strategies used in classrooms and specify what strategies work for their learning style, students will develop self-monitoring progress habits providing

### **Plan to Monitor Fidelity of Implementation of G1.B2.S2** **6**

Student district & state assessment data in conjunction with grade-book data will be reviewed. Monthly instructional leaders will meet with Mr. Atkinson to discuss student progress and identify any instructional supports needed.

#### **Person Responsible**

John Atkinson

#### **Schedule**

Monthly, from 9/2/2015 to 6/10/2016

#### **Evidence of Completion**

Teacher provided input, student achievement results, student survey data and the reduction of students who fail core content area classes.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Identify the percentage of students requiring remediation for core classes & graduation impacted assessments to establish increase in student achievement or academic gaps that need addressing.

**Person Responsible**

John Atkinson

**Schedule**

Monthly, from 9/2/2015 to 6/10/2016

**Evidence of Completion**

D/F grade-book reports during interim & report card intervals, credit recovery enrollment, performance data for identified ELA standards through district and state assessments and cohort graduation rate

**G1.B2.S3** Support core & co-curricular classrooms by ensuring WICOR based strategies and collaborative opportunities provided to enhance program and student opportunities within their academics as well as community involvement. 4

 S190847

**Strategy Rationale**

Relating classroom experiences to real life opportunities expands student experiences and creates opportunity for increased problem solving skills and relationship building which will be utilized post-secondary.

**Action Step 1 5**

Ensure core & co/extra-curricular courses provided opportunities to practice WICOR strategies within standard classroom as well as community involvement activities

**Person Responsible**

John Atkinson

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Community involvement calendar used in conjunction with classroom student performance data.

**Plan to Monitor Fidelity of Implementation of G1.B2.S3 6**

Walk thrus, peer observations and student data

**Person Responsible**

John Atkinson

**Schedule**

On 6/10/2016

**Evidence of Completion**

Student engagement, student led discussions, peer learning, assessment data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7**

Monthly admin meetings with instructional leaders to discuss overall classroom implementation of strategies

**Person Responsible**

John Atkinson

**Schedule**

Monthly, from 10/2/2015 to 6/10/2016

**Evidence of Completion**

Observational data, student assessment data, student performance data, graduation progress monitoring review and stakeholder survey results

**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	Maintain common planning time for same subject content area teachers.	Atkinson, John	8/24/2015	Data monitored and updated in data room. Common planning time will allow for teachers to work collaborative on pacing of instruction and assessment data.	6/10/2016 daily
G1.B1.S4.A1	Instructional leaders will provide common language for strategies developing student assessment preparedness.	Atkinson, John	9/2/2015		6/10/2016 daily
G1.B1.S5.A1	Adjusting master schedule to accommodate 7th period addition of identified content areas of need	Leader, Michael	10/2/2015	Population of 7th periods created allowing students access to certified instructors rather than substitutes and less exposure to content	6/10/2016 quarterly

**Volusia - 6881 - Pine Ridge High School - 2015-16 SIP**  
*Pine Ridge High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A1	Instructional leaders will provide common language for strategies developing student assessment preparedness.	Atkinson, John	9/2/2015	Students will be able to define rigor, detail learning strategies used in classrooms and specify what strategies work for their learning style, students will develop self-monitoring progress habits providing	6/10/2016 daily
G1.B2.S3.A1	Ensure core & co/extra-curricular courses provided opportunities to practice WICOR strategies within standard classroom as well as community involvement activities	Atkinson, John	8/24/2015	Community involvement calendar used in conjunction with classroom student performance data.	6/10/2016 quarterly
G1.B1.S1.A2	Continue school wide initiative to implement WICOR strategies in all classrooms.	Feltner, Kim	9/2/2015	Data/progress monitoring results. PLS minutes. Teacher implementation & evaluation data.	6/10/2016 every-6-weeks
G1.MA1	Implementation of WICOR strategies modeled in the PD sessions	Feltner, Kim	8/24/2015	Teacher input via online survey or written reflection regarding specific PD training requests and evaluations of strategies and implementation	6/10/2016 monthly
G1.B1.S1.MA1	Effectiveness of common planning for same subject content area teachers, implementation of PD and WICOR strategies.	Atkinson, John	8/24/2015	Data posted and monitored in data room and monthly department and administrative meetings to discuss classroom climate and issues.	6/10/2016 monthly
G1.B1.S1.MA1	Progress monitoring of common planning and implementation of WICOR strategies in classrooms.	Atkinson, John	8/24/2015	Data posted and monitored in data room. Monthly department and administrative meetings to discuss current climate and classroom issues.	6/10/2016 monthly
G1.B1.S1.MA3	Teacher input and reflection of strategy implementation	Feltner, Kim	9/2/2015	Student data results and progress monitoring combined with the teacher input regarding their reflections regarding the implementation of strategies covered in PD	6/10/2016 every-6-weeks
G1.B2.S2.MA1	Identify the percentage of students requiring remediation for core classes & graduation impacted assessments to establish increase in student achievement or academic gaps that need addressing.	Atkinson, John	9/2/2015	D/F grade-book reports during interim & report card intervals, credit recovery enrollment, performance data for identified ELA standards through district and state assessments and cohort graduation rate	6/10/2016 monthly
G1.B2.S2.MA1	Student district & state assessment data in conjunction with grade-book data will be reviewed. Monthly instructional leaders will meet with Mr. Atkinson to discuss student progress and identify any instructional supports needed.	Atkinson, John	9/2/2015	Teacher provided input, student achievement results, student survey data and the reduction of students who fail core content area classes.	6/10/2016 monthly
G1.B2.S3.MA1	Monthly admin meetings with instructional leaders to discuss overall classroom implementation of strategies	Atkinson, John	10/2/2015	Observational data, student assessment data, student performance data, graduation progress monitoring review and stakeholder survey results	6/10/2016 monthly
G1.B2.S3.MA1	Walk thrus, peer observations and student data	Atkinson, John	9/8/2015	Student engagement, student led discussions, peer learning, assessment data	6/10/2016 one-time
G1.B1.S4.MA1	Identify the percentage of students requiring remediation for core classes & graduation impacted assessments to establish increase in student achievement or academic gaps that need addressing.	Atkinson, John	9/2/2015	Overall passing rates, performance data for identified ELA standards and graduation rate	6/10/2016 monthly
G1.B1.S4.MA1	Student data will be reviewed. Monthly instructional leaders will meet with Mr. Atkinson to discuss student progress and identify any classroom supports needed.	Atkinson, John	9/2/2015	Teacher provided input, student achievement results, student survey data and the reduction of students who fail core content area classes.	6/10/2016 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S5.MA1	[no content entered]			one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teachers will implement rigorous teaching instruction aligned to standards through the implementation of AVID strategies identified in WICOR.

**G1.B1** Staffing allocations to ensure class size compliance.

**G1.B1.S1** Working collaboratively with the district office, intentions are to ensure PR teachers of same subject areas have a common planning time.

### PD Opportunity 1

Continue school wide initiative to implement WICOR strategies in all classrooms.

#### Facilitator

Administration, academic coaches, instructional leaders and designated staff

#### Participants

Instructional staff

#### Schedule

Every 6 Weeks, from 9/2/2015 to 6/10/2016

**G1.B1.S4** Utilize instructional leaders across content areas to provide individual and classroom supports.

### PD Opportunity 1

Instructional leaders will provide common language for strategies developing student assessment preparedness.

#### Facilitator

All instructional leaders

#### Participants

Classroom teachers

#### Schedule

Daily, from 9/2/2015 to 6/10/2016

**G1.B2** Faculty implementation of AVID PD strategies; classroom implementation, reflection and necessary revision.

**G1.B2.S2** Utilize instructional leaders across content areas to provide individual and classroom supports. [copy]

**PD Opportunity 1**

Instructional leaders will provide common language for strategies developing student assessment preparedness.

**Facilitator**

All instructional leaders

**Participants**

Classroom teachers

**Schedule**

Daily, from 9/2/2015 to 6/10/2016

**G1.B2.S3** Support core & co-curricular classrooms by ensuring WICOR based strategies and collaborative opportunities provided to enhance program and student opportunities within their academics as well as community involvement.

**PD Opportunity 1**

Ensure core & co/extra-curricular courses provided opportunities to practice WICOR strategies within standard classroom as well as community involvement activities

**Facilitator**

Leadership team

**Participants**

Instructional staff

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Technical Assistance Items**

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

**G1.** Teachers will implement rigorous teaching instruction aligned to standards through the implementation of AVID strategies identified in WICOR.

**G1.B1** Staffing allocations to ensure class size compliance.

**G1.B1.S1** Working collaboratively with the district office, intentions are to ensure PR teachers of same subject areas have a common planning time.

**PD Opportunity 1**

Maintain common planning time for same subject content area teachers.

**Facilitator**

Administration, academic coaches, department chairs and designated staff

**Participants**

Instructional staff

**Schedule**

Daily, from 8/24/2015 to 6/10/2016

**G1.B1.S5** Separating a teaching unit into 6 period supplements

**PD Opportunity 1**

Adjusting master schedule to accommodate 7th period addition of identified content areas of need

**Facilitator**

District contact & Data AP

**Participants**

Content teachers identified as certified in areas of need & class size

**Schedule**

Quarterly, from 10/2/2015 to 6/10/2016

**Budget**

**Budget Data**

1	G1.B1.S1.A1	Maintain common planning time for same subject content area teachers.	\$0.00
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## Budget Data

2	G1.B1.S1.A2	Continue school wide initiative to implement WICOR strategies in all classrooms.	\$0.00
3	G1.B1.S4.A1	Instructional leaders will provide common language for strategies developing student assessment preparedness.	\$0.00
4	G1.B1.S5.A1	Adjusting master schedule to accommodate 7th period addition of identified content areas of need	\$0.00
5	G1.B2.S2.A1	Instructional leaders will provide common language for strategies developing student assessment preparedness.	\$0.00
6	G1.B2.S3.A1	Ensure core & co/extra-curricular courses provided opportunities to practice WICOR strategies within standard classroom as well as community involvement activities	\$0.00
<b>Total:</b>			<b>\$0.00</b>