

Washington County School District

Vernon High School



2015-16 School Improvement Plan

Vernon High School

3232 MOSS HILL RD, Vernon, FL 32462

<http://vhs.wcsdschools.com>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	21%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	A	C

**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 is pending approval by the Washington County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Vernon High School is to INSPIRE all students to value learning, ENCOURAGE all students to develop ethical decision-making skills, EMPOWER all students to live productive and satisfying lives, and EDUCATE all students to the fullest level of their potential.

Provide the school's vision statement

Vernon High School will become a school of excellence.

School Environment

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

Currently VHS does many things to help foster and maintain teacher/student relationships. These include VHS teachers sponsoring students for the ACT test when funding is an issue for that student. A designated homeroom period has been provided this school year in order for teachers to meet with students on graduation information, school initiatives and other pertinent information. The teachers are assigned their respective homeroom students as freshmen and follow this same homeroom group through to graduation. In addition, teachers sponsor club breakfast. Through the Springboard curriculum, cultural activities are embedded in the classroom setting.

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

The environment at VHS is one of "family" for not only students, but staff as well. A school resource officer is assigned to the school, and she is continually visible in the mornings to assist with traffic, parking lot patrol, and campus activity. She monitors hallway traffic between all class changes and in cafeteria.

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

Currently VHS has a written discipline system that is posted and shared with all faculty and students. This includes early intervention such as warnings, counseling with guidance, etc all the way to out of school suspension for repeat offenders or those situations that warrant stronger disciplinary action.
DISCIPLINARY ACTION

In order to function in an orderly, safe, and productive environment certain rules must be followed. It is necessary to impose certain penalties when rules are broken. The following disciplinary actions have been developed primarily to provide a safe and orderly environment and to change unacceptable behavior to acceptable behavior. Keep in mind that continued unacceptable behavior cannot and will not be tolerated. Be aware that students who are identified as a student with disabilities will be dealt with according to IDEA and ESE guidelines which may not follow the disciplinary action list of Vernon High School. The following disciplinary actions are guidelines. School administration reserves the authority to increase or decrease disciplinary action depending upon the severity of the infraction.

Absences and tardies without excuses

- Refer to High School Attendance Policy

Alcohol and Drugs

- Use, possession, sale, and Under the Influence – Refer to the WCSB Code of Conduct Zero Tolerance.

Bus Misbehaviors

- 1st –Warning and Parent contact by driver
- 2nd Principal conference with parent
- 3rd – Bus suspension – Five (5) Days
- 4th – Bus Suspension – 10 (10) Days
- 5th Recommendation for expulsion from bus

Cheating

- 1st – Parent contact, Zero on assignment. Complete work for ½ credit.
- 2nd – same as above and ISS – Two (2) Days
- 3rd – OSS – Three (3) Days and consider alternative placement

Defacing Property and Vandalism

- 1st Restitution and ISS – Three (3) Days
- 2nd Police Charges Filed

Disrespect to Teachers or Staff / Profanity / Harassing and Taunting

- 1st ISS – Three (3) Days
- 2nd ISS – Five (5) Days
- 3rd OSS – Five (5) Days
- 4th Referral for alternative placement

Dress Code Violation

- 1st – Warning and given a chance to contact parent and change
- 2nd ISS – Two (2) Days
- 3rd OSS – One (1) Day
- At this point it becomes willful disobedience and non-compliance
- 4th OSS - Two (2) Days
- 5th Consider alternative placement

Electronic Devices on campus

- Refer to WCSB code on Electronic Devices on School Campus
- 1st Confiscate and allow parent to pick up
- 2nd Confiscate device and 2 days ISS.
- 3rd The device will be confiscated and not returned until the last day of school

Fighting – Minor

Loud arguing, words back and forth, pushing, shoving, but stops immediately when adult intervenes.

- 1st ISS – Five (5) Days
- 2nd OSS – Nine (9) Days Charges pending with Law enforcement
- 3rd OSS – Referral for alternative placement

Fighting – Major

Extremely loud arguing with profanity back and forth, licks exchanged and refusal to stop when adult intervenes. Continue to fight even though adults are attempting to get the situation under control.

Trying to break away from adults and continuing to make threats.

- 1st -OSS –Five (5) to Ten (10) Days; Charges pending with Law Enforcement
- 2nd – Police charges – Referral to alternative placement and suspension

Leaving campus without permission

- 1st –ISS- Three (3) Days contact Parent, and loss of driving privileges for 2 weeks
- 2nd – ISS- Five (5) Days, Contact Parent and loss of driving privileges for 9 weeks
- 3rd –OSS- Three (3) Days, Contact parent and loss of driving privileges for remainder of the year.
- 4th – referral for alternative placement

Out of assigned area (Before school, lunch, between classes, or after school)

Students are to be in the classroom during instructional time

- 1st – ISS – Two (2) Days
- 2nd – ISS – Three (3) Days
- 3rd – ISS – Five (5) Days
- 4th –OSS – Five (5) Days and becomes willful disobedience

Skipping Class

- 1st ISS – Two (2) Days
- 2nd ISS – Five (5) Days
- 3rd OSS – Three (3) Days,
- 4th referral for alternative placement

Theft/Forgery

- 1st – ISS – Three (3) Days Restitution and Parent contact, Charges Filed
- 2nd –OSS- Three (3) Days, Restitution and Parent contact, Charges Filed
- 3rd - OSS – Five (5) Days Restitution and Parent contact, Charged Filed

Tobacco Products

- 1st ISS – Three (3) Days
- 2nd OSS – Two (2) Days
- 3rd OSS – Three (3) Days
- 4th referral for alternative placement

WE WILL HANDLE ALL OTHER INSTANCES ACCORDINGLY

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 VHS guidance counselor initiates conversations with all students related to ACT, graduation, problems or discipline concerns on a regular basis. Students also have access to external counseling services for additional counseling needs as it is deemed necessary. Teachers at VHS do an outstanding job of making themselves available to their students and building strong relationships through daily interaction. From the time students enter 9th grade through graduation, their homeroom teacher does not change. A committee of teachers helps to review graduation requirements, student GPAs, testing histories, and other pertinent data.

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

Currently our FOCUS program allows Administration, Guidance and teachers of record to view student information regarding attendance, grades, discipline and testing history. VHS staff is able to generate data reports to show students who meet two or more of the indicators listed above. Data reports can be generated to identify at risk students.

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	39	41	35	2	117
One or more suspensions	12	12	7	0	31
Course failure in ELA or Math	5	10	4	0	19
Level 1 on statewide assessment	32	25	15	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	18	20	12	1	51

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

Accurately taking attendance by all teachers is a part of this year's school improvement, which allows conversations and interventions to occur early when students exhibit a non-attendance proclivity. Other connections such as teacher sponsorship of ACT and other testing help strengthen the support system of students who may be in jeopardy of dropping out or struggling to complete coursework related to graduation.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193494>.

Description

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

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

VHS has partnered with Three Rivers Land and Soil, Orange Hill Land and Soil, and Farm Bureau to work with the Agricultural Department and FFA to provide funding, resources, and expertise.

Take Stock in Children provides scholarships to students with low income who are first generation college students.

Community South Credit Union provides financial support to school events such as Financial Aid Night and other school sponsored events.

Local churches are active in sponsoring students' extracurricular activities, including club conventions and athletic events. In addition, they provide a hot breakfast on Saturday mornings during the national ACT exam.

Vernon High School works closely with Chipola College, Florida Panhandle Technical College, and others to reinforce a "college and career ready" mindset.

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
Seley, Niki	Teacher, K-12
Pinkston, Bobbi	Teacher, K-12
Peterson, Charles	Assistant Principal
Riviere, Brian	Principal
Taylor, Lisa	Guidance Counselor
Brock, Sally	

Duties

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

Brian Riviere, Principal - provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RTI, conducts assessment of school staff, ensures implementation of federal, state, and district guidelines, provides opportunity for adequate professional development and support, communicates with parents, students, and stakeholders. Dr. Charles Peterson, Assistant Principal - Manages the implementation of RTI at the school level, supports implementation of federal, state, and district guidelines, assists in providing professional development and support, ensures communication between team members and stakeholders is open and timely.

Lisa Taylor, Guidance - facilitates and supports data collection activities; assists in data analysis; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans

Bobbi Pinkston, English Department; Niki Seley, Math Department; Sabrina Woods, Science Department; Monica Rehberg, ESE Department; General Education teachers: provides information about core instruction, participates in student data collection, delivers Tier 1 Instruction/Intervention, collaborates with other staff to Implement Tier 2 interventions, and integrates Tier 1 with Tier 2 and 3 instruction and materials.

Function:

MTSS(Previously referred to as RTI) will meet once a monthly throughout the year to engage in the following activities: Review screening data and connect to instructional decisions; review progress monitoring data at grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

Baseline Data Measurements include: Discovery Education (math, science, reading), Performance Matters (Alg 1), Pert (Math for College Readiness), Donna Syzyrka (Biology), SpringBoard Embedded Assessments (writing)

Midyear: Discovery Education (math, science, reading), Performance Matters (Alg 1), Donna Syzyrka (Biology), SpringBoard Embedded Assessments (writing)

End of year: Discovery Education (math, science, reading), Performance Matters (Alg 1), Pert (Math for College Readiness), Donna Syzyrka (Biology), FSA ELA (writing), Statewide Assessments (FSAs and EOCs), Advanced Placement Exams when applicable, and school district SAEs.

Our district data system, Performance Matters, provides a universal source for teachers, administrators, and stakeholders to access most of the above listed data. FOCUS helps maintain accurate attendance records, grades and testing histories for all students so that easy identification can be made of students who show early signs of failure or academic distress. The Director of Federal Programs provides our budget for all of the programs listed above. These funds are used to provide parent involvement opportunities, updating technology for students, and supplemental materials for classroom teachers and students. Our students complete applications and are qualified based on these for free breakfast and lunch through the nutrition program. Students with free or reduced lunch qualifies for ACT/SAT waivers based upon the Free Lunch Program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Brian Riviere	Principal
Dr. Charles Peterson	Principal
Jimmy Schwiensberg	Parent
Jordan Peterson	Student
Deborah McClain	Teacher
Christi Munson	Parent
Alan English	Business/Community
Elizabeth English	Parent
Lisa Taylor	Education Support Employee
Dawn Schweinsberg	Business/Community
Gwen Brock	Business/Community
Leonard Dean	Business/Community
	Student
Bridgette Peterson	Parent
	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

The prior year's School Improvement Plan was evaluated and discussed with last year's SAC team prior to its submission for the team's feedback on any areas of concerns, suggestions, additions, or deletions. The School Advisory Committee is also given the data from the prior year's plan and discusses the goals that were established and the testing results that are specific to each goal.

Development of this school improvement plan

The CIMS team meets with the SAC to provide information on the school's needs and to determine what the council sees is necessary for the student and school to improve student data and

communication among all stakeholders. The School Advisory Council is given a summary of the CIMS plan and asked to supply input related to needs, data, and areas of concern.

Preparation of the school's annual budget and plan

Budgetary needs are reviewed by School Advisory Council. In the event there is school recognition money or other funding concerns, these are part of the SAC meetings, and decisions on the way these monetary funds are distributed is voted on by the council.

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

Parent night activities - \$500.00

Educational trips for increased student knowledge and awareness - \$500

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

No

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brock, Sally	Teacher, K-12
Pinkston, Bobbi	Teacher, K-12
Rehberg, Monica	Teacher, ESE
Dotson, Erika	Instructional Media
Jensen, Ray	Other
Russell, Kevin	Teacher, K-12
Smith, Stephanie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will be focused on targeting students who were not proficient the previous year. The team will also monitor the students who have demonstrated proficiency in reading in order to maintain this proficiency.

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

Vernon High School works diligently to ensure teachers within subject groups have a common planning period. This common block allows for meetings of departments with school administration, academic analysts and teachers. These meetings help teachers look at data, planning and issues collaboratively and problem solve as needed to help each other strengthen instruction, discipline and overall school morale. Faculty meetings and early release professional development days also allow this collaboration

not only within the school but across the district for like content area teachers. We are utilizing Zoom (Go to Meeting) type programs to help facilitate this distance communication as well as Google Docs where teachers can work simultaneously on the same document and chat online as this is done.

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

Principal - Maintain regular communication and contact with new teachers; solicit referrals from current employees; partner new teacher with veteran staff through the county's mentoring program.

Assistant Principal - Partner new teachers with veteran staff through the county's mentoring program; offer professional development opportunities throughout the year.

Include new teachers in training related to attendance and use of FOCUS, Performance Matters, and other monitoring platforms to ensure they understand and can use these tools correctly and effectively in monitoring student performance. An open environment and school culture is created to make certain new teachers and struggling teachers can seek assistance with concerns without punitive measures or feelings of such.

Academic Analyst will provide support for new teachers to help with classroom management, instructional strategies and curriculum.

Protocol to recruit highly qualified teachers is in place by our district and the application process is in place to help with this.

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

The mentoring program is offered through the county office and the teachers meet to discuss expectations and review effective strategies for classroom management and lesson plans. Teachers are paired up with teachers of the same subject area. Academic Analysts for the District are responsible for covering each domain of the current evaluation instrument with these beginning teachers and supplying them resources for each. Peer teachers and administration and analysts then follow up on the face to face contract on campus for these teachers as well. The VHS analyst and administration also work in conjunction to provide observations for new or struggling teachers so that effective instruction can be observed by peers or other teachers within the district who demonstrate effective strategies for instruction as well as classroom management.

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 core instructional programs are adopted through a process. The process allows a core group of teachers to work on criteria specific to the material, standards, course description, and student needs. The adoption process involves the teachers who will be using the actual materials and allows teachers to use a set criteria/rubric to evaluate each publisher's program and make a well informed decision regarding curriculum.

At the end of the scoring process, the top two publishers are chosen and the process is followed again to get to the one program that ALL teachers feel meets their instructional needs rather than the best presenter or prettiest presentation.

Careful consideration is given to the standards within the program and whether or not these standards are aligned to our state requirements for testing, as well as determining if the instructional pieces are directly linked to the teaching of the standards themselves.

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

Progress Monitoring data is collected through the use of Discovery Education Assessments. The data is then shared electronically with each teacher responsible as well as shared in our Google drive and on Performance Matters with the administrators. This data is then used within team/department meetings and individually to have conversations about strategies for those students not demonstrating mastery of specific standards.

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: Summer Program

Minutes added to school year:

VHS plans to offer a summer camp for Algebra EOC retake students and Credit Recovery in order for students to strengthen their Algebra foundation and to recover credits from the previous year as needed.

Strategy Rationale

Algebra I summer sessions are offered to students in order to have them review and prepare to retake the Algebra I EOC/PERT in order to meet the state's graduation requirement. Additionally, students who have fallen behind in credits have the opportunity to repair/replace courses they have failed previously.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Taylor, Lisa, lisa.taylor@wcsdschools.com

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

Data is collected through the results of the EOC retake tests, PERT Exams, progress monitoring and reports from the program being used which at this time is Edgenuity.

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

Eighth grade students from our feeder middle school are given an opportunity in the spring prior to their freshman year to come and visit the campus. Guides are assigned for the tour and students are given pertinent information regarding classes, dress code and procedures within the high school. Students and parents are also included in an open house prior to the first day of classes to reinforce these important elements as well as to become knowledgeable of graduation requirements for their specific cohort groups.

Middle school students in 8th grade are also give a registration day where the guidance counselor is instrumental in helping them get registered for the most appropriate courses for their pathway.

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

Through registration, College/Career nights, and following the graduation guideline from the state.

Guidance counselor discussing career and education options.

Facts.org website is shared at all of the above mentioned meetings.

Students are encouraged to take advanced coursework.

Dual enrollment classes are also conducted via online platforms as well as through a distance learning platform that is shared with the other high school within the district which allows us to share the teacher without travel for either the students taking the classes or the teachers teaching them.

VHS offers industry certification in Microsoft Office as well as Agriculture and Project Lead The Way(Engineering).

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

We are practicing full implementation of the Florida State Standards in both Reading (ELA) and Mathematics. The Project Lead the Way high school STEM programs provide inspiration for a new generation of innovators, the practical skills and hands-on experience to make students' knowledge count in the real world, the basis for the next generation of leadership in the sciences, technology, engineering, and mathematics. PLTW develops motivated, well-rounded students by instilling confidence, stressing the importance of self discovery, encouraging innovative problem solving and critical thinking, teaching team building, and rewarding creativity.

Students will develop skills necessary for achievement in the classroom and success in college and work.

We offer courses in engineering, biomedical sciences, agriculture program, business program, and CTE courses that lead to industry certification in computer programming.

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

We encourage parent and community involvement, mentor programs, Talent Search, STEM, AP courses, and dual enrollment opportunities through area colleges and Florida Panhandle Technical College. Annually, we provide a trip for all VHS 10th graders where they tour the FPTC and are given a hands on tour of the course offerings. This trip is then followed up with parent information and training as well.

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

In order to assist students with planning and preparing for college, Vernon High School offers the PSAT and the school day SAT each year. In addition the school serves as a testing facility for the ACT four times throughout the school year.

The school offers Advanced Placement courses for English Language and Composition, English Literature and Composition, and Environmental Science.

Dual Enrollment classes are offered in conjunction with Chipola College, Gulf Coast College, and the Panhandle Technical College. Two on-campus dual enrollment math classes (Pre-Calculus Algebra and Trigonometry) are offered each year as well.

The Post-secondary Readiness Test is also given once a year at no charge to the students.

Vernon High School hosts a Financial Aid Night to assist students with completing the FAFSA and provide information about Bright Future Scholarships.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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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.

N/A

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.

N/A

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.** If VHS maintains a distinct pathway for all college OR career ready students then 80% of graduating seniors will be college, career or technical ready.
- G2.** If VHS' Administration and Instructional Personnel are DELIBERATE and CONSISTENT in maintaining our District attendance policy, strengthen our school level attendance and optimize opportunities to continue building relationships with ALL students then VHS will meet the Annual Measureable Outcomes set for 2015-16.
- G3.** When all VHS instructional personnel consistently implement the subject specific Orders of Instruction and Curriculum Maps to ensure higher levels of standards based instruction occur then our overall school wide proficiency will improve by 7% to a school wide proficiency score of 65%(Reading 53%, Math 62% and Science 81%).

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. If VHS maintains a distinct pathway for all college OR career ready students then 80% of graduating seniors will be college, career or technical ready. 1a

G075050

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	10.0
College Readiness Mathematics	53.0
GPA below 2.0 - H.S.	10.0

Resources Available to Support the Goal 2

- Technical College
- Instructional Personnel
- Chipola Trio
- Take Stock in Children
- Colleges
- Homeroom available to focus on college/career ready information and status

Targeted Barriers to Achieving the Goal 3

- Knowledge of available offerings
- Limited Knowledge of available offerings by parents
- Parental Involvement


Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. If VHS' Administration and Instructional Personnel are DELIBERATE and CONSISTENT in maintaining our District attendance policy, strengthen our school level attendance and optimize opportunities to continue building relationships with ALL students then VHS will meet the Annual Measureable Outcomes set for 2015-16. **1a**

 G075051

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	
Bio I EOC Pass	85.0
AMO Reading - All Students	
Attendance Below 90%	10.0

Resources Available to Support the Goal **2**

- Administration
- Teachers who already adhere consistently and deliberately
- Focus
- Parents
- Policy reinforced and supported by District
- Community involvement/stakholders

Targeted Barriers to Achieving the Goal **3**

- Faculty responsibility for accurately taking attendance and 10 point deductions per policy
- Location for homeroom to occur(environment conducive to small group and relationship building)

Plan to Monitor Progress Toward G2. **8**

Person Responsible

Schedule

Evidence of Completion

G3. When all VHS instructional personnel consistently implement the subject specific Orders of Instruction and Curriculum Maps to ensure higher levels of standards based instruction occur then our overall school wide proficiency will improve by 7% to a school wide proficiency score of 65%(Reading 53%, Math 62% and Science 81%). **1a**

G075052

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	53.0
FSA Mathematics - Achievement	62.0
Bio I EOC Pass	81.0
Effective+ Teachers (Performance Rating)	85.0

Resources Available to Support the Goal **2**

- Orders of Instruction created by teachers within the district
- Curriculum maps being created by teachers
- Consistent curriculum in all content areas
- CPALMS
- Analysts
- Progress Monitoring
- Professional Development opportunities

Targeted Barriers to Achieving the Goal **3**

- Students who have deficiencies in basic skills(math, vocabulary, reading)
- Testing concerns(how will test actually look, specifications not available for all content areas)
- New test platforms(drag/drop. hot text,etc)
- Rigor increases slow down pace of curriculum
- Curriculum expectations rely on fact that students have complete mastery of earlier content

Plan to Monitor Progress Toward G3. **8**

DEA, teacher created assessments, curriculum maps, orders of instruction

Person Responsible

Brian Riviere

Schedule

Annually, from 9/18/2014 to 6/4/2015

Evidence of Completion

Data Analysis, observation, subject area exams, end of course assessments. examples of classroom assessments provided

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. If VHS maintains a distinct pathway for all college OR career ready students then 80% of graduating seniors will be college, career or technical ready. **1**

 G075050

G1.B4 Knowledge of available offerings **2**

 B195958

G1.B4.S1 10th grade students will be take a tour of the Florida Panhandle Technical College for a hands on tour of the course offerings and requirements to encourage participation and to help prepare them for college/career/vocational pathway. **4**

 S207659

Strategy Rationale

We believe that by educating our 10th graders to the available opportunities of our technical college we will create an interest and motivation to be successful and meet the requirements to attend these courses which will better prepare our students for postsecondary paths.

Action Step 1 **5**

Visitation to Washington Holmes Technical College

Person Responsible

Brian Riviere

Schedule

On 10/30/2014

Evidence of Completion

Documentation of trip logistics

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B5 Limited Knowledge of available offerings by parents 2

 B195959

G1.B5.S1 Parents will be given opportunities through parent nights or college/career nights to learn about the course and program offerings through the Washington/Holmes Technical College. 4

 S207660

Strategy Rationale

We believe that if our students' parents are better informed of the opportunities their student may be afforded through the technical college that they will support, encourage and assist in keeping their student in school, focused and achieving.

Action Step 1 5

Parent Nights for Technical College/College and Career Opportunities

Person Responsible

Charles Peterson

Schedule

Semiannually, from 9/18/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, parent surveys, communication from parents/students

G2. If VHS' Administration and Instructional Personnel are DELIBERATE and CONSISENT in maintaining our District attendance policy, strengthen our school level attendance and optimize opportunities to continue building relationships with ALL students then VHS will meet the Annual Measureable Outcomes set for 2015-16. 1

G075051

G2.B1 Faculty responsibility for accurately taking attendance and 10 point deductions per policy 2

B195961

G2.B1.S1 ALL teachers must accurately maintain daily attendance and use this information to meet deduct the 10 points as stated in Washington County School District policy. Must adhere to these deductions to keep students in school. 4

S207661

Strategy Rationale

If we give teeth to our attendance policy we should see some of our struggling students attending class more.

Action Step 1 5

Administration will deliberately monitor Focus to make sure daily attendance is maintained by ALL teachers and that 10 point deductions are applied consistently

Person Responsible

Brian Riviere

Schedule

Daily, from 9/18/2014 to 6/4/2015

Evidence of Completion

AMOs will be achieved and reports from Focus

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

Reports from Focus will be produced to show compliance

Person Responsible

Brian Riviere

Schedule

Biweekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Focus reports, administration notes

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

Focus Reports, note improved student attendance, administration will share periodically progress and information

Person Responsible

Brian Riviere

Schedule

Quarterly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Faculty meeting notes, Focus Reports, improved student attendance as observed by teachers

G2.B2 Location for homeroom to occur(environment conducive to small group and relationship building) 2

 B195962

G2.B2.S1 Locating homeroom classes in environments that are conducive to small group interaction, and that facilitate student/teacher relationship building and conversations(connections). 4

 S207662

Strategy Rationale

We believe that if we have opportunities to build these relationships with students they will improve their school attendance.

Action Step 1 5

Relocate homerooms that occur in the gym at the present time to available classrooms.

Person Responsible

Brian Riviere

Schedule

On 6/4/2015

Evidence of Completion

Action Step 2 5

Use homeroom opportunities to facilitate graduation checks, conversations for graduation information, building relationships with peers and teachers to maintain attendance, motivation and success.

Person Responsible

Brian Riviere

Schedule

Weekly, from 9/18/2014 to 6/4/2015

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G3. When all VHS instructional personnel consistently implement the subject specific Orders of Instruction and Curriculum Maps to ensure higher levels of standards based instruction occur then our overall school wide proficiency will improve by 7% to a school wide proficiency score of 65%(Reading 53%, Math 62% and Science 81%). 1

G075052

G3.B2 Students who have deficiencies in basic skills(math, vocabulary, reading) 2

B195966

G3.B2.S1 Work with the middle school through out this year to better improve collaboration on consistent curriculum for all academic areas, but especially high stakes areas. 4

S207665

Strategy Rationale

VHS teachers believe that if we begin to communicate and collaborate more clearly and specifically with our feeder school we can solve some of the major issues in student deficiencies.

Action Step 1 5

Collaboration with Middle School Administration and Teachers

Person Responsible

Brian Riviere

Schedule

Semiannually, from 9/18/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, feedback from teachers, improved student performance for upcoming year

G3.B2.S2 Work to better differentiate instruction while not compromising the current orders of instruction or curriculum pacing to help alleviate to some degree student deficiencies from prior years. 4

 S207666

Strategy Rationale

We believe that if we continue to use our strong ESE resources and learn better strategies for differentiating instruction without watering down content expectations we can begin to close skill gaps to some degree for most students

Action Step 1 5

MTSS

Person Responsible


Lisa Taylor

Schedule

Annually, from 9/18/2014 to 6/4/2015

Evidence of Completion

G3.B3 Testing concerns(how will test actually look, specifications not available for all content areas) 2

 B195967

G3.B3.S1 Locate and analyze available test specifications for content areas that do not already have such documentation. For example(Item Test Bank Platform, Performance Matters and other sources for question types) 4

 S207667

Strategy Rationale

Having test information will help improve the ability to teach standards based and to insure mastery of significant standards for each content area.

Action Step 1 5

Provide examples of higher order questions and item types to insure teachers are knowledge about testing requirements

Person Responsible

LaJuana Malloy

Schedule

Annually, from 9/18/2014 to 6/4/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Subject Area Exams, End of Course Exams, DEA or Other Progress Monitoring data

Person Responsible

Brian Riviere

Schedule

Annually, from 9/18/2014 to 6/4/2015


Evidence of Completion

Results of Subject Area exams. End of Course exams and professional development sign ins, notes and follow ups, Performance Matters and FOCUS reports of data and usage of programs

G3.B5 Rigor increases slow down pace of curriculum 2

 B195969

G3.B5.S1 Make certain that Orders of Instruction and Curriculum Maps are fluid documents that are continually reviewed and updated to reflect needs identified through progress monitoring and testing. 4

 S207668

Strategy Rationale

Slowing down the pace of the curriculum compromises the completion to the course standards which in turn hinders the following year's instruction.

Action Step 1 5

Meet on Early Release Days and designated common planning periods to review Orders and Maps.

Person Responsible

Schedule

Monthly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, Revised Orders and Maps, meeting notes and documentation

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Revised Orders and Maps

Person Responsible

Brian Riviere

Schedule

Monthly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Orders of Instruction and curriculum maps

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Progress Monitoring Data, Assessment data and EOC/SAE data

Person Responsible

Schedule

Quarterly, from 9/18/2014 to 6/4/2015

Evidence of Completion

DEA reports, Performance Matters Reports and analysis, Examples of classroom Assessments turned in

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Progress Monitoring data, assessments and revised orders of instruction and maps

Person Responsible

Brian Riviere

Schedule

Monthly, from 9/18/2014 to 6/4/2015

Evidence of Completion

subject area exams, end of course assessments, progress monitoring data and revised orders of instruction and maps, examples of classroom assessments, Performance Matters Reports

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.B4.S1.A1	Visitation to Washington Holmes Technical College	Riviere, Brian	9/18/2014	Documentation of trip logistics	10/30/2014 one-time
G1.B5.S1.A1	Parent Nights for Technical College/ College and Career Opportunities	Peterson, Charles	9/18/2014	Sign in sheets, parent surveys, communication from parents/students	6/4/2015 semiannually
G2.B1.S1.A1	Administration will deliberately monitor Focus to make sure daily attendance is maintained by ALL teachers and that 10 point deductions are applied consistently	Riviere, Brian	9/18/2014	AMOs will be achieved and reports from Focus	6/4/2015 daily
G2.B2.S1.A1	Relocate homerooms that occur in the gym at the present time to available classrooms.	Riviere, Brian	9/25/2014		6/4/2015 one-time

Washington - 0051 - Vernon High School - 2015-16 SIP
Vernon High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	Collaboration with Middle School Administration and Teachers	Riviere, Brian	9/18/2014	Sign in sheets, feedback from teachers, improved student performance for upcoming year	6/4/2015 semiannually
G3.B2.S2.A1	MTSS	Taylor, Lisa	9/18/2014		6/4/2015 annually
G3.B3.S1.A1	Provide examples of higher order questions and item types to insure teachers are knowledgeable about testing requirements	Malloy, LaJuana	9/18/2014		6/4/2015 annually
G3.B5.S1.A1	Meet on Early Release Days and designated common planning periods to review Orders and Maps.		9/18/2014	Sign in sheets, Revised Orders and Maps, meeting notes and documentation	6/4/2015 monthly
G2.B2.S1.A2	Use homeroom opportunities to facilitate graduation checks, conversations for graduation information, building relationships with peers and teachers to maintain attendance, motivation and success.	Riviere, Brian	9/18/2014		6/4/2015 weekly
G1.MA1	[no content entered]			one-time	
G1.B4.S1.MA1	[no content entered]			one-time	
G1.B4.S1.MA1	[no content entered]			one-time	
G2.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Focus Reports, note improved student attendance, administration will share periodically progress and information	Riviere, Brian	9/18/2014	Faculty meeting notes, Focus Reports, improved student attendance as observed by teachers	6/4/2015 quarterly
G2.B1.S1.MA1	Reports from Focus will be produced to show compliance	Riviere, Brian	9/18/2014	Focus reports, administration notes	6/4/2015 biweekly
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	[no content entered]			one-time	
G3.MA1	DEA, teacher created assessments, curriculum maps, orders of instruction	Riviere, Brian	9/18/2014	Data Analysis, observation, subject area exams, end of course assessments. examples of classroom assessments provided	6/4/2015 annually
G3.B3.S1.MA1	Subject Area Exams, End of Course Exams, DEA or Other Progress Monitoring data	Riviere, Brian	9/18/2014	Results of Subject Area exams. End of Course exams and professional development sign ins, notes and follow ups, Performance Matters and FOCUS reports of data and usage of programs	6/4/2015 annually
G3.B3.S1.MA1	[no content entered]			one-time	
G3.B5.S1.MA1	Progress Monitoring data, assessments and revised orders of instruction and maps	Riviere, Brian	9/18/2014	subject area exams, end of course assessments, progress monitoring data and revised orders of instruction and maps, examples of classroom assessments, Performance Matters Reports	6/4/2015 monthly
G3.B5.S1.MA1	Revised Orders and Maps	Riviere, Brian	9/18/2014	Orders of Instruction and curriculum maps	6/4/2015 monthly
G3.B5.S1.MA3	Progress Monitoring Data, Assessment data and EOC/SAE data		9/18/2014	DEA reports, Performance Matters Reports and analysis, Examples of classroom Assessments turned in	6/4/2015 quarterly

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.

G2. If VHS' Administration and Instructional Personnel are DELIBERATE and CONSIDERATE in maintaining our District attendance policy, strengthen our school level attendance and optimize opportunities to continue building relationships with ALL students then VHS will meet the Annual Measureable Outcomes set for 2015-16.

G2.B1 Faculty responsibility for accurately taking attendance and 10 point deductions per policy

G2.B1.S1 ALL teachers must accurately maintain daily attendance and use this information to meet deduct the 10 points as stated in Washington County School District policy. Must adhere to these deductions to keep students in school.

PD Opportunity 1

Administration will deliberately monitor Focus to make sure daily attendance is maintained by ALL teachers and that 10 point deductions are applied consistently

Facilitator

Brian Riviere/ Lead Teachers who excel with use of FOCUS/Technology

Participants

New teachers and teachers who need help or continued support

Schedule

Daily, from 9/18/2014 to 6/4/2015

G3. When all VHS instructional personnel consistently implement the subject specific Orders of Instruction and Curriculum Maps to ensure higher levels of standards based instruction occur then our overall school wide proficiency will improve by 7% to a school wide proficiency score of 65%(Reading 53%, Math 62% and Science 81%).

G3.B2 Students who have deficiencies in basic skills(math, vocabulary, reading)

G3.B2.S1 Work with the middle school through out this year to better improve collaboration on consistent curriculum for all academic areas, but especially high stakes areas.

PD Opportunity 1

Collaboration with Middle School Administration and Teachers

Facilitator

Academic Analysts

Participants

Middle school and high school teachers/administration/guidance counselors

Schedule

Semiannually, from 9/18/2014 to 6/4/2015

G3.B2.S2 Work to better differentiate instruction while not compromising the current orders of instruction or curriculum pacing to help alleviate to some degree student deficiencies from prior years.

PD Opportunity 1

MTSS

Facilitator

ESE Director/Staffing Specialist

Participants

Teachers

Schedule

Annually, from 9/18/2014 to 6/4/2015

G3.B3 Testing concerns(how will test actually look, specifications not available for all content areas)

G3.B3.S1 Locate and analyze available test specifications for content areas that do not already have such documentation. For example(Item Test Bank Platform, Performance Matters and other sources for question types)

PD Opportunity 1

Provide examples of higher order questions and item types to insure teachers are knowledge about testing requirements

Facilitator

Academic Analysts

Participants

Teachers

Schedule

Annually, from 9/18/2014 to 6/4/2015

G3.B5 Rigor increases slow down pace of curriculum

G3.B5.S1 Make certain that Orders of Instruction and Curriculum Maps are fluid documents that are continually reviewed and updated to reflect needs identified through progress monitoring and testing.

PD Opportunity 1

Meet on Early Release Days and designated common planning periods to review Orders and Maps.

Facilitator

Analysts

Participants

Teachers

Schedule

Monthly, from 9/18/2014 to 6/4/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	Visitation to Washington Holmes Technical College				\$0.00
2	G1.B5.S1.A1	Parent Nights for Technical College/College and Career Opportunities				\$0.00
3	G2.B1.S1.A1	Administration will deliberately monitor Focus to make sure daily attendance is maintained by ALL teachers and that 10 point deductions are applied consistently				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$0.00
			<i>Notes: Notes: There is no additional monetary funding required for this PD since it will be conducted during faculty meetings or during selected, minimal planning period blocks and substitutes or material funds will not be required.</i>			
4	G2.B2.S1.A1	Relocate homerooms that occur in the gym at the present time to available classrooms.				\$0.00
5	G2.B2.S1.A2	Use homeroom opportunities to facilitate graduation checks, conversations for graduation information, building relationships with peers and teachers to maintain attendance, motivation and success.				\$0.00
6	G3.B2.S1.A1	Collaboration with Middle School Administration and Teachers				\$0.00
7	G3.B2.S2.A1	MTSS				\$0.00
8	G3.B3.S1.A1	Provide examples of higher order questions and item types to insure teachers are knowledge about testing requirements				\$0.00
9	G3.B5.S1.A1	Meet on Early Release Days and designated common planning periods to review Orders and Maps.				\$0.00
					Total:	\$0.00