

Volusia County Schools

# Pine Ridge High School



2016-17 Schoolwide 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 and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	67%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

### School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	C	B*	C	B

*\*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 Volusia 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 a monitoring status of "Former F" (see page 4). 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
<b>8-Step Planning and Problem Solving Implementation</b>	<b>22</b>
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>31</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>32</b>
Professional Development Opportunities	32
Technical Assistance Items	35
<b>Appendix 3: Budget to Support Goals</b>	<b>35</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Pine Ridge High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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: Freshmen Orientation with parents, 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.

This year, PRHS was one of 5 Volusia County High Schools which implemented Freshmen First Day only; only the freshmen students attended school on the first day allowing for these students to familiarize themselves with the campus, meet their teachers, maneuver the lunch line and lunch number use as well as attend multiple informational discussions regarding high school and what to expect.

##### b. 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.

This year PRHS and various clubs and students as well as administration will be participating in the Bully Armor community involvement activities promoting awareness and prevention.

**c. 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.

During pre-planning week, multiple professional learning sessions were held with topics such as: Classroom management 101 detailing best practices for effective classroom management, a 3 hour CHAMPS refresher was provided and a new teacher mentor meeting was held to alleviate first day/ week concerns and review best practices in the classrooms.

**d. 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.

This year we are instituting an after school intervention (detention) program in an attempt to provide intervention services to those students before multiple in school suspension or out of school suspensions are assigned. The after school facilitator is an ESE specialist with experience in accommodating students particular needs so whether behavioral or academic issues need to be addressed, this person has the necessary skill-set to provide student assistance.

### 3. Early Warning Systems

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



**a. 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
- Teacher input regarding student diagnostic results during initial week of class, district SMT performance as well as continued progress monitoring.
- PST evaluations also provide insight into student performance and placement needs.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	1	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	31	35	15	6	87

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	35	38	15	6	94

**c. 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
- Office hours for 30 minutes 4 days per week immediately prior to lunch allowing students time to visit any subject area for remediation, re-take opportunities.
- E Learning Program implemented this SY allowing students to enroll full time in the online program with greater scheduling flexibility.
- 6th period tardies/non-attendance monitored for all students especially those with off campus lunch privileges to determine if privileges need to be suspended encouraging students to return and be in



class on time.

- After school intervention (detention) 1 day per week for an hour; behavioral and academic interventions addressed for all students.

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

No

##### 1. PIP Link

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

##### 2. Description

For the 2016-2017 school year, we are following the district focus pertaining to attendance issues. We are addressing attendance concerns with multiple approaches to ensure students attend their classes and receive the academic supports and remediation needed as a result of being absent. The school has implemented an attendance committee led by an administrator where monthly attendance data is reviewed, student contact is initiated and parent contact is made via a phone conversation as well as an attendance letter is sent to ensure communication. 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 message "Every Student, Every Day" has been shared with all stakeholders.

This school year we continued holding the Freshman Orientation as evening event starting at 6pm allowing parents to participate and meet staff while becoming familiar with the campus. The number of participates and attendees was so great, we had to split the participants in 3 groups according to alphabet and maintain 3 separate areas on campus as a rotation schedule was implemented.

The 2016-2017 SY held a 'freshmen only' first day of school to acclimate the freshmen students with their classes, school expectations and the campus schedule. This provided the opportunity for students to explore the campus, experience the lunch process, etc. without the distraction of nearly 1200 additional students. All other grade levels began the second day of school.

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

### 2. 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 such as Daytona State College and Bethune Cookman, provide informational seminars regarding financial opportunities, enrollment criteria and academic support. Both colleges have an academic relationship providing dual enrollment classes to our students.

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. The Healthcare Academy has established a relationship with Florida Hospital, rehabilitation facilities, and this year, a Mock Crisis event is being held in the month of April prior to prom to dissuade students from driving while intoxicated or distracted by electronics. The Deltona Fire Department, Volusia County Sheriff Office, Florida hospital and multiple on campus groups, such as SADD {Students against drunk/distracted driving} and the drama department are participating.

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. Our STEM program is the recipient of a state funded grant in the amount of \$120,000.00 for the purchase of equipment designed to move the program forward and provide additional hands-on learning opportunities for the students.

All branches of the military are represented on campus with lunch time meetings and conversations with various service recruiters. The ASVAB pre-enlistment test is offered on campus to our students for those interested in joining the service after graduation.

This school year PRHS actively participated in the Bully Awareness event held at Dewey Booster park sponsored by Bully Armor. Active engagement in the prevention of any level of bullying is a campus-wide goal; including the social media bullying aspect.

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.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Bruno, Jeanine	Principal
Feltner, Kim	Assistant Principal
Selesky, Cheryl	Assistant Principal
Boyles, Lynn	Assistant Principal
Swint, Michelle	Instructional Coach
Jones, Lisa	Instructional Coach
Alves, Aaron	Administrative Support
Gilbert, Jessica	Teacher, K-12
Johnson, Quetera	Teacher, K-12
Filipek, Laura	Teacher, ESE
Goode, Mindy	Teacher, K-12
Hampshire, Jennifer	Teacher, ESE
Gowen, Linda	Teacher, K-12
Banks, Vicki	Assistant Principal

## b. Duties

### **1. 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 {Multi Tiered System of Supports} 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.

Classroom and content area leaders provide peer support and mentoring opportunities to new as well as experienced teachers requesting support in specific areas such as classroom management or learning strategy implementation. 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.

The implementation of the Attendance Committee facilitated by the data assistant principal as well as the Behavioral Leadership Team facilitated by the ESE assistant principal creates an atmosphere of support for the classroom teachers and establishes the sharing the responsibility for student achievement amongst all staff .

### **2. 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.

This school year introduced Office Hours in support of student achievement. Office hours are held 4 days per week directly proceeding lunch for 30 minutes. The intent of the office hours is for academic support, remediation, retake opportunities or tutoring. Teachers identify the students needing additional classroom and content area supports and communicate the student needs to attend to the student as well as the parents via phone, email or through comments directly input into the student's grade book. Students are permitted to visit the classes they need to remediate; those who are on pace and making academic progress are permitted a full 1 hour lunch.

The AVID academic center offers tutoring every Tuesday & Thursday immediately after school until 4pm for any student requiring academic support. The AVID center offers college interns, peer tutors as well as PRHS teachers all who volunteer their time to support the students. The population we serve makes it difficult to provide remediation/acceleration activities for students before and after school. Transportation and funds are major barriers.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Blackburn, Tammy	Parent
Buday, Jennifer	Student
Buday, Lorraine	Parent
Duckworth, Gerry	Parent
Giordano, Melanie	Parent
Haley, Margaret	Education Support Employee
Krupa, Bruce	Teacher
Krupa, Jennifer	Education Support Employee
Monroe, Sherrie	Teacher
Morin, Freddy	Teacher
Akers, Timothy	Teacher
Atkinson, John	Principal
Feltner, Kimberly	Education Support Employee
Coffey, Lisa	Parent
Jones, Phyllis	Parent
Fickes, Carol	Parent
Fickes, Cortney	Student
Giordano, Sierra	Student
McNeil, Lisa	Education Support Employee
Morgan, Ivy Grace	Student
Orellana, Porfirio	Student
Barker, Bailey	Student
Barker, Cloe	Student
Brow, Venise	Parent
McGinnity-Hall, Christine	Education Support Employee

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

The initial 2016-2017 SY SAC school year meeting was held August 22, 2016 where the members discussed the issuance of a C grade by the FLDOE. This was a decline from the prior year's B and the learning gains components of the school grade calculation was discussed. The focus for the 2016-2017 SY was the continued initiative for AVID WICOR {Writing, Inquiry, Collaboration, Organization & Reading} academic strategies campus-wide in conjunction with the office hours opportunity for those students who need the additional academic supports.

*b. 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. A discussion comparing the Office Hours opportunity vs. the former PRIDE remediation period was

conducted. The determination the office hours would provide a greater opportunity for students needing the academic supports to receive them in a smaller setting while allowing those who are on track academically the opportunity to enjoy a full hour for lunch. 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 2016-2017 SY will continue to be a foundational research year for the implementation of AICE Cambridge courses to allow students alternatives to IB, dual enrollment and AP. Visits to surrounding schools and districts which offer Cambridge courses will begin as early as October 2016 so PRHS can be prepared for the full implementation of AICE Cambridge next year.

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

The lack of A+ recognition money for the 2016-2017 SY was discussed as a result of the school grade decreasing to a C.

It has not yet been determined what amount, if any, will be provided by the district to the SAC committee.

The SAC provides a vehicle for parent, student, teacher and support staff input on the operation of the school.

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.

**2. 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 achievement opportunities, co-curricular activities, field studies, clubs and groups deemed beneficial for students by the SAC committee.

Examples of SAC funding support for the 2015-2016 SY include:

- Band Uniforms: \$7300.00
- Ben Carson Book Club Materials: \$ 500.00
- HOSA Activities: \$600.00
- USA Test Prep: Academic Support for Assessments: \$1050.00
- Substitute Coverage for program Events: FFA Convention: \$340.00
- FFA Competition/Animal Supplies: \$2000.00
- Student Operated Thrift Store: Modified program: \$260.00

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bruno, Jeanine	Principal
Boyles, Lynn	Assistant Principal
Feltner, Kim	Assistant Principal
Selesky, Cheryl	Assistant Principal
Jones, Lisa	Instructional Coach
Swint, Michelle	Instructional Coach
Goode, Mindy	Teacher, K-12
Banks, Vicki	Assistant Principal

#### b. Duties

##### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

The school-wide incorporation of the Cornell Notes Process has been initiated through collaboration with the AVID coordinator and the reading coach. The reading coach has systematically scheduled time in each teacher's classroom demonstrating to the students and teachers the correct use and implementation of the Cornell Notes Process. The uniform structure of having this introduced and reinforced by a single facilitator provides a common format for campus-wide use.

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

#### D. Public and Collaborative Teaching

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

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

The district continues to provide PAR teachers, but the number of PAR assignments has decreased over the past few years and only brand new teachers are assigned a PAR. In an effort to support all PRHS teachers whether new to teaching or just the PRHS campus, we encourage and provide the opportunity for school based peer mentors.

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

This year, weekly PLC {Professional Learning Committees} are held each Tuesday during office hours. Teachers are expected to attend each week and meeting minutes are provided to the curriculum assistant principal.

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



## **2. 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.

## **3. 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.

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.

The TOA for PRHS initiated a support system for all teachers new to the campus. He provides classroom materials and resource support, peer mentoring, curriculum assistance as well as classroom support with feedback.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

Data walks are being conducted collaboratively with district and school administration to establish a baseline of expectation, align the curriculum expectations to what is actually occurring in the classrooms and calibrate the administrators.. The first data walk took place September 15th 2016. Additional collaborative walk-thrus are being scheduled throughout the school year.

Teachers are collaborating in their weekly PLCs and sharing the responsibility for lesson creation by having one person focus on a specific component and the others work on additional areas. This provides an opportunity for standard curriculum delivery among the classrooms, common concept focus and similar pacing delivery scheduling. this also allows teachers to strengthen their skills through peer support in the area of curriculum content delivery.

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 exposed 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.

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.

## **b. Instructional Strategies**

**1. 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.

Office Hours provides 4, 30 minute periods a week for teachers to reinforce skills and assist student in subject area mastery. Office hours 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.

USA Test Prep was purchased for the students to prepare for the FSA/EOC state assessments by revisiting content area needs, assessment platform manipulation and familiarity with the testing format so some students who experience test anxiety can become more comfortable in the testing environment.

Multiple professional learning sessions focus on the availability of technology including VPortal, Office 365 and online curriculum supports such as CPalms, Kahoots, Vocabulary.com.

**2. 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

Office Hours the immediate 30 minutes prior to lunch 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 or enjoy a full hour lunch.

**Strategy Purpose(s)**

- Enrichment

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

Bruno, Jeanine, jabruno@volusia.k12.fl.us

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

Student performance data is collected along with Office Hours attendance logs submitted monthly by the teachers.

**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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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 allows for student input regarding electives, but the majority of core classes are standard school-based guidance counselor decisions. The critical thinking and workplace essential courses are required of all 9th grade students {except AVID students} in an effort to provide all incoming freshman the opportunity to approach the year and subsequent years with academic performance strategies and organizational skills.

Student data (transcripts, test scores, academic history) is evaluated by the academic coaches and guidance staff so students are placed in the courses which are academically suited for their learning.

All students are prepared to successfully pass the EOCs (State and district) utilizing school-wide learning strategies such as the Cornell Notes Process, Marking the Text, and USA test prep.

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.

## **b. College and Career Readiness**

**1. 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 planning 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

The internships through the Healthcare academy as well as the students participating in OJT {On the Job Training} provide real life experiences and develop relationships within the community.

**2. 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. In addition, Pine Ridge High School offers OJT, DCT, and a Gold Seal Program for Diversified Career Technology.

The new STEM program collaborates with the VMA {Volusia Manufacturing Association} with intern and career opportunities focusing on 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
- CNA {Certified Nursing Assistant} certification will be new for the 2016-2017 SY

**3. 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. 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.

**4. 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 2016 school data indicates a continued reading strategy deficit in most subject areas as well as a writing deficit. The district writing coach will be involved in professional development focusing on strategies for identified standards. The writing coach will conduct professional learning sessions for the ELA and reading teachers; the first PL will be Sept. 21st. Critical Thinking & Workplace Essentials courses are required for non-AVID incoming freshman (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 graduate on time.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. 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:

*No files were uploaded*

### 2. 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.

Historically, PRHS ELA/reading data has remained at the 36-41% success rate indicating a level 3 or above. Review of the recent district assessments in math requiring extended response or multiple response choices demonstrated a low success rate ranging from 0% - to less than 25% proficiency levels.

## B. 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.

Student assessment response data indicates the types of questions where reading strategies such as marking the text, citing the text, and referring to the text would be required are proving to be challenging for students. The historical ELA/reading data and up to date 2016-2017 SY assessments across content areas, indicate similar reading strategies are lacking in multiple content areas.

## C. Strategic Goals

## 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.** Technology use among faculty and staff will include Office 365 and VPortal to extend collaborative practices such as common assessments, lesson plan alignment, sharing of content area resources across all curriculums but specifically on the ELA & Alg. 1 graduation requirements.
- G2.** Teachers will implement rigorous teaching instruction aligned to standards through the implementation of AVID {Advancement Via Independent Determination} strategies identified in WICOR {Writing, Inquiry, Collaboration, Organization & Reading} with a focus on the Cornell Note Process and Marking the Text to increase scores across content areas with a specific focus on the reading/ELA standards.

## Strategic Goals Detail

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



**G1.** Technology use among faculty and staff will include Office 365 and VPortal to extend collaborative practices such as common assessments, lesson plan alignment, sharing of content area resources across all curriculums but specifically on the ELA & Alg. 1 graduation requirements. 1a

G083386

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Collaborative Teachers	75.0
FSA ELA Achievement	50.0
Algebra I EOC Pass Rate	50.0

**Targeted Barriers to Achieving the Goal** 3

- School culture pertaining to curriculum delivery and development; the advanced learning curve among teachers who have used more traditional curriculum development; are reluctant to share lesson plans individually created.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Technology professional learning opportunities, movement of administration to share information through technology, providing 'technology Q & A' on early release Wednesdays not conducting professional learning session.

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

Progressive use of technology resources by administration and leadership team members with the expectation of accessing and reviewing for sharing of informational purposes will gradually increase faculty exposure with more information disseminated through the technology platform.

**Person Responsible**

Kim Feltner

**Schedule**

Monthly, from 10/19/2016 to 6/9/2017

**Evidence of Completion**

Gradual decline of standardized information dissemination such as email, copy center numbers and paper notifications and a concurrent increase of Office 365 curriculum folders, school information, etc.

**G2.** Teachers will implement rigorous teaching instruction aligned to standards through the implementation of AVID {Advancement Via Independent Determination} strategies identified in WICOR {Writing, Inquiry, Collaboration, Organization & Reading} with a focus on the Cornell Note Process and Marking the Text to increase scores across content areas with a specific focus on the reading/ELA standards. **1a**

G083387

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0
4-Year Grad Rate (Standard Diploma)	75.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	55.0
Bio I EOC Pass	75.0
Advanced coursework completion - H.S.	60.0

**Targeted Barriers to Achieving the Goal** **3**

- Campus-wide and consistent implementation and use of AVID WICOR strategies in classroom.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Office hours for student remediation/tutoring opportunities 4 days per week; implementation of weekly PLC meetings; .
- PL directly related to WICOR strategies
- Teacher input pertaining to PL focus
- Multiple PL sessions offered each PL date allowing teachers to focus on areas of individual need

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

Implementation of WICOR strategies modeled in the PL sessions

**Person Responsible**

Kim Feltner

**Schedule**

Monthly, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

Teacher input via PLC input forms, PL survey or written reflection regarding specific PL 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.** Technology use among faculty and staff will include Office 365 and VPortal to extend collaborative practices such as common assessments, lesson plan alignment, sharing of content area resources across all curriculums but specifically on the ELA & Alg. 1 graduation requirements. **1**

 G083386

**G1.B1** School culture pertaining to curriculum delivery and development; the advanced learning curve among teachers who have used more traditional curriculum development; are reluctant to share lesson plans individually created. **2**

 B221023

**G1.B1.S1** Peer collaboration opportunities with leadership team members utilizing the technology as recommended and examples of resources, sharing opportunities. **4**

 S233339

### Strategy Rationale

Providing face to face opportunities with those in similar content areas who are using the technology will inspire those to implement the tools and if the application and time saving benefits can be experienced rather than just discussed teacher 'buy in' will increase.

### Action Step 1 **5**

Provide multiple technology professional learning opportunities with hands-on experiences relevant to the classroom curriculum.

#### Person Responsible

Kim Feltner

#### Schedule

On 6/9/2017

#### Evidence of Completion

Participation in PL opportunities and gradual decrease in paper copies, emails with attachments and increase of curriculum information within Office 365 subfolders.

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

Collaboration with academic coaches, leadership team discussions and teacher surveys {informal & formal}

**Person Responsible**

Kim Feltner

**Schedule**

On 6/9/2017

**Evidence of Completion**

Teacher 'buy in' and implementation and continued use of technology opportunities.

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

Review of school based curriculum and informational sharing of information within Office 365 system.

**Person Responsible**

Kim Feltner

**Schedule**

Monthly, from 8/10/2016 to 6/9/2017

**Evidence of Completion**

Increase of teacher shared documents, course Grade-book similarities, student performance indicators in same content area across multiple classrooms

**G2.** Teachers will implement rigorous teaching instruction aligned to standards through the implementation of AVID {Advancement Via Independent Determination} strategies identified in WICOR {Writing, Inquiry, Collaboration, Organization & Reading} with a focus on the Cornell Note Process and Marking the Text to increase scores across content areas with a specific focus on the reading/ELA standards. 1

G083387

**G2.B2** Campus-wide and consistent implementation and use of AVID WICOR strategies in classroom. 2

B221025

**G2.B2.S1** Provide relevant and timely feedback post data walk-thrus and classroom visits. 4

S233345

### Strategy Rationale

Teachers can continue to develop classroom skills and implement strategies more effectively if relevant feedback provided.

### Action Step 1 5

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

#### Person Responsible

Jeanine Bruno

#### Schedule

Daily, from 8/15/2016 to 6/9/2017

#### Evidence of Completion

Teachers will prepare students to identify which WICOR strategy is most appropriate for the task and apply the strategy enabling the student to respond completely to the question or task.

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

Progress monitoring will be conducted throughout the year assessing the need for student interventions and academic support.

#### Person Responsible

Jeanine Bruno

#### Schedule

Every 6 Weeks, from 8/15/2016 to 6/9/2017

#### 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 G2.B2.S1 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**

Jeanine Bruno

**Schedule**

Quarterly, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

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

**G2.B2.S2** Support core & co-curricular classrooms by ensuring WICOR based strategies and collaborative opportunities to improve all academic areas but specifically ELA & Alg.1 proficiency scores.

4

S233346

### 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

Jeanine Bruno

#### Schedule

Quarterly, from 8/15/2016 to 6/9/2017

#### Evidence of Completion

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

### Action Step 2 5

Implementation of professional learning opportunities modeling the school-based strategies ,i.e. Cornell Notes Process & Marking the text.

#### Person Responsible

Kim Feltner

#### Schedule

Monthly, from 8/10/2016 to 6/7/2017

#### Evidence of Completion

Student achievement data and teacher survey input of PL opportunities and relevancy within content areas



**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Collaborative data walk thrus, peer observations and student data

**Person Responsible**

Jeanine Bruno

**Schedule**

Monthly, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

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

**Person Responsible**

Jeanine Bruno

**Schedule**

Monthly, from 8/9/2016 to 6/9/2017

**Evidence of Completion**

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

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
 G2.B2.S2.A2 A299061	Implementation of professional learning opportunities modeling the school-based strategies ,i.e....	Feltner, Kim	8/10/2016	Student achievement data and teacher survey input of PL opportunities and relevancy within content areas	6/7/2017 monthly
 G1.MA1 M303314	Progressive use of technology resources by administration and leadership team members with the...	Feltner, Kim	10/19/2016	Gradual decline of standardized information dissemination such as email, copy center numbers and paper notifications and a concurrent increase of Office 365 curriculum folders, school information, etc.	6/9/2017 monthly
 G2.MA1 M303329	Implementation of WICOR strategies modeled in the PL sessions	Feltner, Kim	8/15/2016	Teacher input via PLC input forms, PL survey or written reflection regarding specific PL training requests and evaluations of strategies and implementation	6/9/2017 monthly
 G1.B1.S1.MA1 M303312	Review of school based curriculum and informational sharing of information within Office 365 system.	Feltner, Kim	8/10/2016	Increase of teacher shared documents, course Grade-book similarities, student performance indicators in same content area across multiple classrooms	6/9/2017 monthly
 G1.B1.S1.MA1 M303313	Collaboration with academic coaches, leadership team discussions and teacher surveys (informal &...	Feltner, Kim	8/15/2016	Teacher 'buy in' and implementation and continued use of technology opportunities.	6/9/2017 one-time
 G1.B1.S1.A1 A299052	Provide multiple technology professional learning opportunities with hands-on experiences relevant...	Feltner, Kim	8/10/2016	Participation in PL opportunities and gradual decrease in paper copies, emails with attachments and increase of curriculum information within Office 365 subfolders.	6/9/2017 one-time
 G2.B2.S1.MA1 M303325	Identify the percentage of students requiring remediation for core classes & graduation impacted...	Bruno, Jeanine	8/15/2016	D/F grade-book reports during interim & report card intervals, credit recovery enrollment, performance data for identified standards through district and state assessments and cohort graduation rate	6/9/2017 quarterly
 G2.B2.S1.MA1 M303326	Progress monitoring will be conducted throughout the year assessing the need for student...	Bruno, Jeanine	8/15/2016	Teacher provided input, student achievement results, student survey data and the reduction of students who fail core content area classes.	6/9/2017 every-6-weeks
 G2.B2.S1.A1 A299059	Instructional leaders will provide common language for strategies developing student assessment...	Bruno, Jeanine	8/15/2016	Teachers will prepare students to identify which WICOR strategy is most appropriate for the task and apply the strategy enabling the student to respond completely to the question or task.	6/9/2017 daily
 G2.B2.S2.MA1 M303327	Monthly admin meetings with instructional leaders to discuss overall classroom implementation of...	Bruno, Jeanine	8/9/2016	Observational data, student assessment data, student performance data, graduation progress monitoring review and stakeholder survey results	6/9/2017 monthly
 G2.B2.S2.MA1 M303328	Collaborative data walk thrus, peer observations and student data	Bruno, Jeanine	8/15/2016	Student engagement, student led discussions, peer learning, assessment data	6/9/2017 monthly
 G2.B2.S2.A1 A299060	Ensure core & co/extra-curricular courses provided opportunities to practice WICOR strategies...	Bruno, Jeanine	8/15/2016	Community involvement calendar used in conjunction with classroom student performance data.	6/9/2017 quarterly

## V. Professional Development Opportunities

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

**G1.** Technology use among faculty and staff will include Office 365 and VPortal to extend collaborative practices such as common assessments, lesson plan alignment, sharing of content area resources across all curriculums but specifically on the ELA & Alg. 1 graduation requirements.

**G1.B1** School culture pertaining to curriculum delivery and development; the advanced learning curve among teachers who have used more traditional curriculum development; are reluctant to share lesson plans individually created.

**G1.B1.S1** Peer collaboration opportunities with leadership team members utilizing the technology as recommended and examples of resources, sharing opportunities.

### **PD Opportunity 1**

Provide multiple technology professional learning opportunities with hands-on experiences relevant to the classroom curriculum.

#### **Facilitator**

Kim Feltner & Lynn Boyles

#### **Participants**

Teaching staff

#### **Schedule**

On 6/9/2017

**G2.** Teachers will implement rigorous teaching instruction aligned to standards through the implementation of AVID {Advancement Via Independent Determination} strategies identified in WICOR {Writing, Inquiry, Collaboration, Organization & Reading} with a focus on the Cornell Note Process and Marking the Text to increase scores across content areas with a specific focus on the reading/ELA standards.

**G2.B2** Campus-wide and consistent implementation and use of AVID WICOR strategies in classroom.

**G2.B2.S1** Provide relevant and timely feedback post data walk-thrus and classroom visits.

**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 8/15/2016 to 6/9/2017

**G2.B2.S2** Support core & co-curricular classrooms by ensuring WICOR based strategies and collaborative opportunities to improve all academic areas but specifically ELA & Alg.1 proficiency scores.

**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 8/15/2016 to 6/9/2017

## **PD Opportunity 2**

Implementation of professional learning opportunities modeling the school-based strategies ,i.e. Cornell Notes Process & Marking the text.

### **Facilitator**

Leadership team

### **Participants**

Instructional staff

### **Schedule**

Monthly, from 8/10/2016 to 6/7/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Provide multiple technology professional learning opportunities with hands-on experiences relevant to the classroom curriculum.	\$0.00
2	G2.B2.S1.A1	Instructional leaders will provide common language for strategies developing student assessment preparedness.	\$0.00
3	G2.B2.S2.A1	Ensure core & co/extra-curricular courses provided opportunities to practice WICOR strategies within standard classroom as well as community involvement activities	\$0.00
4	G2.B2.S2.A2	Implementation of professional learning opportunities modeling the school-based strategies ,i.e. Cornell Notes Process & Marking the text.	\$0.00
<b>Total:</b>			<b>\$0.00</b>