

The School District of Palm Beach County

Park Vista Community High School



2017-18 Schoolwide Improvement Plan

Park Vista Community High School

7900 S JOG RD, Lake Worth, FL 33467

<https://pvhs.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Park Vista Community High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Park Vista Community High School is committed to fostering a safe environment which respects diversity while providing an atmosphere of academic excellence, student involvement, and positive opportunities for all.

b. Provide the school's vision statement.

1. Student learning is the chief priority of the school.
2. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
3. A safe, positive, and comfortable environment promotes student learning.
4. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
5. Students are prepared to achieve success in the global community.
6. Students will foster academic and career achievement as well as life-long learning.

2. School Environment

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

Park Vista Community High School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to: History of the Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans.

Park Vista Community High School embraces single school culture and appreciation for multicultural diversity. Single School Culture training is conducted during preschool when Administrators meet with teachers in small groups to discuss academics, behavior and climate. During a Learning Team Meeting in the fall, a training for all faculty is conducted by administrators and members of the School-wide Positive Behavior Support Leadership Team.

Park Vista celebrates the cultures of our student and staff. The Multicultural Club is among the most popular school clubs. The club showcases the diverse backgrounds of our students and engages the student body in a variety of lunchtime and after school activities.

Teachers new to Park Vista receive training from our ELL Coordinator to orient them to our ELL students' cultures and to ensure that their educational needs are prioritized. Language Facilitators interact with students within the general education and ESE classes.

Park Vista offers a variety of Social Science courses including World Cultural Geography, World History, African American Studies, and Holocaust Studies. This year our debate team is scheduled to participate in research and debate on the Armenia Genocide.

Park Vista Community High School is utilizing link crew program as a means for incoming 9th graders to form bonds with upper class student mentors and successfully transition to high school. On August 05, 2017, new student orientation included team building activities, campus tours, and interaction with mentors. Link crew (Cobra Crew) activities are being planned for the entire school year.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

The school provides a safe, clean, and healthy environment for students and staff. Emergency procedures such as fire drills, tornado drills, and other emergency procedures are conducted in accordance with the District schedule. The school has a current Crisis Response Plan. Safety and Health Inspections are conducted periodically.

School leaders have created and adopted clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these expectations with stakeholders. Each student is provided with a copy of the Park Vista COBRAS (Courteous, On time, Brilliant, Responsible, A role model, Safe) Matrix of expected behavior which defines behavior expectations for each area of campus: All settings, Classroom/area of instruction, courtyard/hallway, cafeteria, Gymnasium/Pep rallies, Media Center, Extra-curricular activities, Arrival/dismissal, bus, Field Trips, and Restrooms. Behavior Expectations are posted throughout campus. Behavior Expectation lessons are explicitly taught and documented. Recent lessons include Respect, Be Responsible, and Be Brilliant. A school-wide lesson focusing on academic integrity and achievement is conducted in August. In addition, a series of student produced videos are shown periodically to showcase behavior expectations.

Rewards are in place to recognize students and staff members. Students earn the use of electronic devices, fast passes to lunch, COBRA rewards for meeting expectations, and a special Cobra Kudos announcement for exceeding expectations.

School personnel are trained to actively supervise (move, scan and interact) in classroom and non-classroom settings throughout campus.

The school follows District Policy 5.002 as it pertains to bullying. Park Vista maintains a bully telephone hotline and drop box, investigates, reports, and provides support and assistance to victims and offenders. Teachers, Counselors and Administrators are trained in reporting guidelines and interventions.

Park Vista will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. In regards to our ESE students, the school favors a people 1 language. We foster an environment where all students have an opportunity to participate in all school-sponsored activities including electives, sports, clubs, etc, as appropriate for the student.

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.

Park Vista Community High School utilizes Positive Behavior Support. Expected student behaviors and routines for classrooms and all areas of campus are taught. Each student receives a copy of the COBRAS Behavior Matrix and booster training activities for students are conducted. Expected behaviors are positively reinforced.

In addition, the Student Handbook is reviewed with all students and made available on the school website, PVCHS.com. The principal also presents a video message to students, clearly defining behavior expectations. Student produced videos are also shown periodically school-wide to reinforce the message.

Teachers are trained in how to fairly and consistently handle both minor and major violations of the Student Code of Conduct. Corrective Behavior Intervention Forms are used to document classroom interventions for minor misbehavior. Teachers also maintain logs of parental contact. Teachers are trained to make reference to our Universal Guidelines and behavioral expectations when providing students with feedback. Park Vista utilizes the District's Student Discipline Referral to document disciplinary incidents. Data is collected and reviewed periodically in an effort to ensure that the discipline system is fairly and consistently enforced.

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.

Park Vista ensures that the social-emotional needs of all students are being met. Cobra Crew Orientation provides incoming 9th graders with information on the school's practices and assigns each freshman with an upper class mentor who assists and supports each freshman throughout the school year. The Guidance department presents "Freshmenology" to parents and guardians which offers parents strategies to assist their child in getting off to a successful start in high school. Information on clubs, sports and activities are shared with students and parents during New Student Orientation. Information on clubs, sports and activities are communicated through the newsletter, club rush, announcements, and posters.

Park Vista utilizes a Response to Intervention / School Based Team to provide mentoring and support to students identified as being at risk. ESE students are assigned a case manager to support their educational experience. Guidance Counselors meet individually with all students for course registration and individual concerns. Assistant Principals are assigned to students by alphabet for additional support.

Park Vista offers support services to meet the physical, social, and emotional needs of students. A social personal class is offered to Emotional Behavior Disorder students. Our school Psychologist provides test anxiety group counseling.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance in class is crucial to optimal learning. Park Vista utilizes a computerized attendance system, automated phone contact system to notify parents of absences, and attendance warning letters when students reach five and ten absences in any class period. This system provides early warning of students with patterns of non-attendance. Students who are habitually absent meet with an Assistant Principal and their parent/guardian to develop intervention plans, including loss of driving privileges.

In addition, students who are tardy to class are identified and meet with Administrators to develop action plans and receive interventions / consequences.

Suspended students receive a letter from the principal which outlines procedures for receiving school work while on suspension. Students receive full credit for work while suspended. Students who are suspended for serious offenses, as well as students with multiple suspensions, are referred to the Problem Solving / School Based Team. This team develops an intervention plan and mentoring support.

Guidance Counselors meet individually with freshmen who receive “D” grades or fail English Language Arts, Mathematics, or other required courses for graduation. Online make up options are explored and tutoring support is recommended. The National Honor Society provides peer tutoring. In addition, free math tutoring is available during lunch daily. Tutoring and homework support are offered by many teachers. Prior to State End Of Course Exams, a series of Power Lunch tutorials are provided in Algebra, Geometry and Biology.

Students who score level one on statewide standardized assessments in language arts and algebra are provided with a reading or math support class. Instruction in this support class focuses on identified learning needs and attainment of academic skills.

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	17	23	26	33	99
One or more suspensions	0	0	0	0	0	0	0	0	0	62	98	64	68	292
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	111	217	165	99	592
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	124	178	129	50	481

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	73	144	94	55	366

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

Intervention strategies to improve the academic performance of students identified by the early warning system:

The Multi-Tiered System of Support / Response to Instruction / Intervention is used to monitor the effectiveness of instruction and problem-solving processes. The school-based RtI Team meets every other week to engage in the following activities:

- Review universal screening data, diagnostic data, and progress monitoring data
- Identify students who are meeting / exceeding benchmarks or who are at risk for not meeting benchmarks and need additional academic and/or behavioral support
- Develop research-based intervention plans which address the student’ needs
- Consider individual student needs and IEP goals when planning intervention strategies
- Receive parent input in regards to interventions as appropriate to the student
- Identify problems, develop plans, implement plans and assess progress toward goals
- Identify appropriate professional development and resources
- Collaborate, problem solve, share effective practices, evaluate implementation, make decision, and practice new processes and skills.

Increased learning Time / Extended learning opportunities are provided by Saturday Success Academy, Lunch bunch math tutoring, Power Lunches, VIP reading after school tutorials, classroom teacher tutoring support and online tutorials. Students requiring additional reading support utilize the Reading Plus or Wilson programs in intensive reading classes.

Park Vista also offers the AVID program to select students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Park Vista engages families in meaningful ways in the children's education and keeps them informed of their children's academic progress and school events.

Families are informed of their child's academic progress through the District's edline.

Park Vista live streams many athletic and parent information events for our school community to gain access using the internet.

Website (pvchs.com)

Newsletter (summer and spring editions are mailed to all families, other editions are available on the school website)

Marquee

Edline

Student and Family Handbook

Facebook

Twitter

Dissemination of feedback surveys

Text messages via Remind

Email updates and reminders

Automated phone dialer

Invitations to school events, including honor society inductions, athletic signings, awards ceremonies, etc.

Open House

New Student Orientation / "Freshmanology"

Coffee talks with guidance

Adult / Community School Programs

SAC meetings

Academies Advisory Board Meetings

Electronic message boards

Volunteer program with variety of options for participation

BPIE assessment results, the School Improvement Plan are presented to families at SAC Meetings and made available online and in the main office.

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.

Park Vista collaborates with the local community for the purpose of utilizing available resources to support students achievement by a myriad of ways:

- Business partnerships
- Academies Advisory Board

- School Advisory Committee
- Sponsorship opportunities
- Volunteer opportunities
- Parent involvement meetings including coffee talks, open house, new student orientation, parent/athlete meetings.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Myers, Reginald	Principal
DiFonte, Marie	Assistant Principal
Lanier, Reggie	Assistant Principal
Daucanski, LuAnne	Assistant Principal
Pierre, Pia	Assistant Principal
Peteck, Ronn	Assistant Principal
Luchina, Eric	Dean
McDonough, James	Dean
Regula, Timothy	Teacher, K-12
Higley, Brent	Assistant Principal
DeWalt, Rick	School Counselor
Bailey, Kim	Other
Wendrow, Shana	Teacher, ESE

b. Duties

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

All members of the School Leadership Team serve as instructional leaders. Together they provide a common vision for the use of data-based decision making, ensure that goals for improvement in student learning and instruction are met, and manage the day-to-day operations in the school. A member of the School Leadership Team is assigned to each curriculum area /instructional department to provide support and leadership. The assigned administrator attends collaborative team meetings, reviews lesson plans, attends department meetings, engages in classroom walkthroughs and observations, monitors classroom instruction, serves as a curriculum resource to teachers, supports teacher development and training, conducts professional development, ensures equitable access for all students, and monitors the implementation of the School Improvement Plan. All members of the School Leadership Team support data-based decision making and the RtI process. The 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 RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Assistant Principal: Supports data-based decision making, ensures implementation of intervention support and documentation, coordinates professional development to support RtI implementation. Exceptional Student Education Contact: Coordinates efforts of ESE

teachers regarding student data collection, supports the integration of core instructional activities/materials in ESE classes, and serves as a resource to General Education and ESE teachers regarding educational interventions to support ESE student learning. ELL Contact: Participates in student data collection, integrates core instructional activities/materials in ELL classes, and serves as a resource to General Education and ELL teachers regarding educational interventions to support ESOL student learning. The School Based Team Leader ensures that the team follows a structured problem solving process and provides support and follow up to students and families in need.

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.

Park Vista Community High School identifies and aligns resources, including personnel, instructional and curricular, to meet the needs of all students and maximize desired student outcomes. Highly qualified teachers are assigned to teach within their areas of certification. The Master Schedule is developed within State and District guidelines, with the priority on student instructional needs. Language Arts, Reading, Algebra, Geometry and Biology teachers work in cooperative teams and meet weekly during a common planning period to focus instruction on essential knowledge targets, develop common mini-assessments, assess student performance, and share instructional practices that support student learning.

Professional Development for staff is provided during scheduled Learning Team Meetings. Professional Development is designed based on identified goals determined by the School Improvement Plan, teacher surveys, and District initiatives.

As a non-Title 1 school, Park Vista is allocated financial support per the District formula. Grant funding for tutorials, facilities rental income and SAC approved funding are used for supplemental academic services, including tutoring programs, supplemental materials, and software licenses. Advanced Placement and AICE monies supplement these designated programs as well as fund text books for their respective classes. ESE and ELL funds are designated for use within these specific programs. In addition, Park Vista receives funding for Career Academies.

The Principal and Assistant Principals meet monthly with subject area department chairs where department chairs share their priorities and align resources. The department chairs also work with administration to align personnel within the master schedule.

Park Vista utilizes a systematic approach to data collection and review. Baseline data includes Florida ELA FSA, Mathematics EOCs, Curriculum based measurement, Palm Beach County Fall Diagnostics (when applicable), Palm Beach Writes, Florida Assessment for Instruction in Reading (FAIR), Comprehensive English Language Learning Assessment (CELLA), Discipline referrals, and retentions. Midyear data includes Palm Beach County Winter Diagnostics (when applicable), District-produced semester exams in Math EOC courses, and curriculum based measurements. End of year data review includes Florida Comprehensive Assessment Test (FCAT), FSA, End of Course Exams and AP/ACT/SAT/AICE scores. Formative student data from teacher-produced common assessments, USAs or FSQs are reviewed periodically to determine the effectiveness of classroom activity, and instructional practices are modified to address individual student needs. Data review is also conducted to determine professional development needs, teacher support practices and teaching assignments.

MTSS includes School Based Team, Rtl and School-wide Positive Behavior Support to integrate academic, behavioral instruction and interventions.

Park Vista Community High School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring SwPBS. We update our Action Plans during SwPBS Leadership Team meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and implementation of SwPBS programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Arnie Rich	Business/Community
Reginald Myers	Principal
Cassy Magner	Business/Community
Tim Regula	Teacher
Candice Heyner	Business/Community
Janyyn Robinson	Parent
Jaqueline Gates	Parent
Kim Ortega	Education Support Employee
Maureen Sales	Parent
Susanne Escalera	Parent
Taylor Gilbert	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council reviews and evaluated the current years School Improvement Plan as part of regularly scheduled SAC meetings. The School Advisory Council participates in a School Improvement Plan brainstorm session as part of the last scheduled SAC meeting of the school year. During this meeting the current School Improvement Plan is reviewed and strategies for inclusion in the following year's School Improvement Plan are discussed. During School Advisory Council meetings each month, Park Vista Administration addresses progress toward meeting the goals specified in the School Improvement Plan.

b. Development of this school improvement plan

The primary role of the School Advisory Council is to collaborate with school personnel to maintain, monitor, and evaluate progress in meeting the objectives of the School Improvement Plan. Park Vista Administration updates School Advisory Council members on curriculum, instruction, budget, staff development, and activities at each scheduled monthly meeting. This provides School Advisory Council members the opportunity for ongoing discourse related to school improvement strategies. The SAC also receives monthly financial reports and participates in the allocation of resources to fund services and programs.

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

The SAC receives monthly financial reports and participates in the allocation of resources to fund services and programs.

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

The projected use of funds is to support implementation of School Improvement Plan Objectives. During the 2017-18 school year SAC budgeted the following:
 Printing Services (Newsletter / Handbooks / Calendars): \$5,000

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
Myers, Reginald	Principal
Daucanski, LuAnne	Assistant Principal
Regula, Timothy	Teacher, K-12
Neiner, Jennifer	Teacher, K-12
Burke-Peart, Tasha	Instructional Media
Lazere, Natasha	Teacher, Adult

b. Duties

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

The School-based Literacy Leadership Team uses data-based decision making to implement research based reading intervention strategies. The LLT reviews screening data, diagnostic data, and progress monitoring data. The LLT identifies students who are meeting/exceeding benchmarks or who are at risk for not meeting benchmarks and need additional academic and/or behavioral support. The LLT ensures implementation of literacy plans, ensures implementation of intervention support and documentation, coordinates professional development to support literacy initiatives, and communicates with parents regarding school based literacy plans and activities.

The Literacy Leadership Team promotes literacy within the school by providing effective instructional and assessment strategies through professional development trainings. Teachers engage students with instructional strategies and best practices shared in Learning Team Meetings. They will provide a variety of methods to address the learning needs of students in nonmastered areas. Reading teachers will also conduct standards-based common assessments and share results and strategies in weekly meetings.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. (Strategic Initiative #1: Pillars of Effective Instruction)

Strategies to encourage positive working relationships between teachers, including collaborative planning and instruction:

Collaborative planning time is built into the master schedule daily, and offered at appropriate times on PD days. Collaborative planning time is reflected in both general and ESE staff schedules and regularly monitored by administration.

Language Arts, Reading, Algebra, Geometry, Biology, and American History teachers work in cooperative Professional Learning Communities (PLCs) and meet weekly during a common planning period. They focus instruction on essential knowledge targets, develop common mini-assessments, assess student performance, and share instructional practices that support student learning. These teams include Content Equivalent and Support Facilitation teachers as appropriate.

During regularly scheduled Learning Team Meetings, a variety of trainings are conducted in small groups, with content presented by teachers to their department members, or District Personnel. All Professional Development is driven by the School Improvement Plan Goals and the Districts Strategic Plan initiatives.

Park Vista Community High School operates with one extended lunch period. This affords staff members the opportunity to interface with colleagues.

Park Vista's hospitality committee endeavors to promote positive working relationships between teachers and staff members by scheduling a variety of activities throughout the school year.

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

School based administrators utilize the District's Department of Recruitment and Retention for hiring and placement procedures. Available positions are posted on the District's employment website. Teams of administrators and teacher leaders interview prospective teachers. Interview panels use questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. Applicants are monitored and assisted in the hiring process in an effort to reduce length of hiring process. The school utilizes a system of support to retain effective teachers. This includes regular meetings and training sessions of new teachers with Assistant Principal, Educator Support Program, Staff Development through Learning Team Meetings, and Curriculum Support.

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

First year teachers participate in the Educator Support Program (ESP), the District's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

In addition to ESP, all new teachers engage in Park Vista's New Teacher Academy. Meetings are held twice a month to share information on effective teacher practices and single school culture. Each first year teacher is assigned a mentor who has a common content area certification with Clinical Education Training. Professional development includes integration of literacy and EOC skills into curriculum, lesson plan review, classroom observations, videotaping of lessons, and support.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Park Vista ensures its core instructional programs and materials are aligned to the Florida Standards. Teachers meet weekly in cooperative PLCs with an administrator to focus and align instruction to current standards. Data from formative common assessments and diagnostics (when applicable) are used to appraise instruction and progress toward student achievement goals. Administrators conduct frequent classroom observations and review Lesson Plans. The District provides resources, including course scope and sequence, sample lessons and activities, and common assessments (FSQs, USAs). Adopted textbooks and ancillary materials align with the curriculum. Teachers receive SIP aligned, standards based training in Professional Development training and meetings.

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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Park Vista utilizes a systematic approach to data collection and reviews. Possible baseline data sources include previous assessment results, curriculum based measurement, Palm Beach County Fall Diagnostics (when applicable), End of Course Exams, Writing Assessment Data, Florida Assessment for Instruction in Reading (FAIR), Comprehensive English Language Learning Assessment (CELLA), discipline referrals, and retentions.

Individual teachers have access through the Educational Data Warehouse to each student's assessment data. This allows for identification of students who are meeting / exceeding benchmarks or who are at risk for not meeting benchmarks and need additional academic and/or behavioral support.

Each reading teacher is assigned to a small learning community of content area teachers and provides literacy strategies to this group. In addition, content area teachers provides copies of journal articles, course textbooks and other resources to the reading teacher, enabling the reading teacher to provide direct reading instruction in a variety of content areas.

Teachers collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new process and skills in Collaborative PLC meetings. Common mini-assessments are used to assess student learning and identify students in need of re-teaching or enrichment.

Appropriate students are scheduled into Learning Strategies classes as indicated on their IEPs and provided appropriate accommodations in all other classes such as extended time on assignments/ tests, modified assignments/tests, and preferential seating.

A facilitative support model is utilized to provide academic support to ESE students as specified in the IEP. The facilitative support ESE teacher serves as a resource to the general education teacher for educational interventions. The ELL Coordinator and Language Facilitators serve as a resource to general education teachers to support learning for ELL students.

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: Weekend Program

Minutes added to school year: 1,260

Saturday Success Academy is a tutoring program that targets students with a demonstrated need for remediation prior to statewide assessments. Lessons and activities are designed to focus learning on attainment of specific benchmarks and standards. Saturday Success Academy is offered in the spring to provide remediation and enrichment to select students. The classes focus on skills development for successful Florida Standards Assessments and End of Course Exam results.

Strategy Rationale

Saturday Success Academy is offered for additional instruction in core academic subjects. The classes focus on skills development for successful Literacy Assessments and End of Course Exam results.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Myers, Reginald, reginald.myers@palmbeachschools.org

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

Statewide Literacy assessment data, as well as End of Course Exam results are analyzed to determine effectiveness of Saturday Success Academy on student results.

Strategy: Extended School Day

Minutes added to school year: 1,080

Power Lunches are offered in the Spring prior to end of course exams to provide support to students.

Strategy Rationale

Power Lunches provide instruction in core academic subjects of Algebra, Geometry and Biology. Power Lunch topics are advertised to students and teachers recommend students to attend specific lessons to improve comprehension on select topics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

DiFonte, Marie, marie.difonte@palmbeachschools.org

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

End of Course Exam results are analyzed to determine effectiveness of Power Lunches.

Strategy: Extended School Day

Minutes added to school year: 6,480

Lunch Bunch Math Tutoring is offered daily during lunch to provide ongoing math support to students.

Strategy Rationale

2. Lunch Bunch Math Tutoring provides instruction in mathematics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Myers, Reginald, reginald.myers@palmbeachschools.org

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

End of Course exam results are analyzed to determine effectiveness of Lunch Bunch tutoring.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Members of the school faculty participate in collaborative learning communities that meet both formally and informally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning in PLCs. Guidance Counselors visit with students at the feeder middle schools to provide information on the academic and behavioral expectations of Park Vista High School. Students select classes with input from their 8th grade teachers and receive information on Park Vista's Behavior Matrix and Student Code of Conduct.

Incoming 9th graders are invited for a new student orientation based on the Link Crew model. Each student is assigned a mentor Park Vista upperclassman to support them throughout the year. Student mentors conduct activities with the incoming 9th graders to orient them to high school and answer their questions. Parents are invited to an evening session entitled "Freshmenology" designed by our Guidance Department to orient parents on strategies to assist their children. Parents and students attend a club activities and athletics session when they can gather information on our activities.

To foster the home / school connection, Park Vista mails a summer newsletter which includes information on academics, activities, Homecoming, sporting events, etc. The school website is updated to include the Student Handbook, calendar, and other items of interest to students and families.

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.

A college checklist for each grade level is provided to all students and parents and published in the summer edition of the school newsletter that is mailed to all families.

Each publication of the newsletter contains websites to visit as part of registration process. All students have an opportunity to meet with Guidance Counselor to complete course selection and discuss academic and career goals.

Teachers and counselors recommend coursework.

Select students are enrolled in our AVID program.

State publications are distributed to students with college major information.

Pre-Advanced Placement informational session is held with incoming 9th graders and parents.

Advanced Placement and AICE informational sessions are held with parents and students.

The AP application process has been updated with a focus on AP potential.

AP and Dual Enrollment courses are marketed through posters on campus.

All seniors are enrolled in AICE General Papers or AP English Lit which can result in colleges awarding credit.

SAT word of the week program is produced by multimedia students and broadcasted through the school television system.

AP / Dual Enrollment night, Dual Enrollment Assembly, College Financial Aid Night, College Application Night, and College visits to Park Vista are offered to students and parents.

Career Academies invite members of the business community to share information with students.

Career Academy conducts a job shadowing program with business community.
rents.

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

Park Vista has four career and technical education academies to prepare students for the future, while also providing the enriching experience of a traditional high school. Students can earn scholarships for post-secondary education through the Florida Bright Futures/Florida Gold Seal Vocational Scholars Program. Students attain knowledge and skills that prepare them for post-

secondary education and/or meaningful employment. The integration of academies with hand-on practical application provides students with the training and skills necessary to pass licensing and/or certifications.

The Multimedia Communications Academy offers an innovative, integrated learning environment focused on computers, office skills, technology, and communications including job readiness and expressing ideas through digital media, video and sound, and utilizing a professional broadcast studio.

The Medical Sciences Academy offers an innovative, integrated learning environment designed to provide students with the medical skills and training necessary to succeed in post-secondary healthcare education and/or to successfully transition into the healthcare workforce.

The Auto Collision Repair and Refinishing Academy prepares students for employment in the auto body and refinishing industry and for post-secondary education.

The Automotive Repair Technology Academy combines hands-on training in fully integrated, computerized, state-of-the-art laboratories. The course also includes training in communications, leadership, human relations, employability skills, and safe, efficient work practices.

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

Park Vista Community High School offers the following non-academy classes: Auto Service Technology, Auto Collision Repair, Introduction to Information Technology, Foundations of Web Design, E-Commerce Introduction and Entrepreneur, Tech Support, Multimedia Foundations, Digital Design, Web Scripting Fundamentals, and Business Cooperative On The Job Training.

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.

Continue to increase participation in challenging coursework including Honors, Dual Enrollment, Advanced Placement, AICE and AVID.

Provide real-world experience in Health Science, Automotive and Multimedia Communications through participation in Academies and certifications where applicable.

Administer PSAT to 10th grade students and select 9th grade students.

Administer SAT to 11th grade students.

Administer PERT/SAT/ACT to students as necessary for concordant scores to meet graduation requirements.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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.** If we deliver effective and relevant instruction to meet the needs of all students, we will maintain a 90% or higher graduation rate and foster post-graduate success.

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. If we deliver effective and relevant instruction to meet the needs of all students, we will maintain a 90% or higher graduation rate and foster post-graduate success. 1a

G094979

Targets Supported 1b

Indicator	Annual Target
High School Acceleration	75.0
4-Year Grad Rate (Standard Diploma)	90.0
4-Year Grad Rate (Standard Diploma)	90.0
Algebra I EOC Pass Rate	65.0
Math Gains District Assessment	60.0
ELA/Reading Gains District Assessment	60.0
High School Acceleration	65.0
AICE Program Participation	50.0
CTE Industry Certification Exam Participation	50.0
AP Program Participation	25.0

Targeted Barriers to Achieving the Goal 3

- Stakeholders are unaware of Graduation Requirements and courses that will support post-graduate success.
- PV Teachers may lack strategies to deliver effective, engaging instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Knowledgeable Guidance Department
- PLC Teams
- Professional Development on a District and School-based level
- School-Wide Positive Behavior Initiatives

Plan to Monitor Progress Toward G1. 8

Monitor Seniors on-track for graduation

Person Responsible

LuAnne Daucanski

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Anecdotal evidence, Maintain Graduation Rate > 90%

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 we deliver effective and relevant instruction to meet the needs of all students, we will maintain a 90% or higher graduation rate and foster post-graduate success. 1

G094979

G1.B1 Stakeholders are unaware of Graduation Requirements and courses that will support post-graduate success. 2

B255628

G1.B1.S1 Guidance Dept. will inform parents, students, and staff in regards to graduation, individual requirements, and accelerated class opportunities. 4

S270152

Strategy Rationale

Providing transparent information will increase knowledge of requirements and thereby increase or maintain graduation rate. Clear misconceptions regarding accelerated classes, foster self-efficacy, provide information, encourage students.

Action Step 1 5

Guidance Dept will offer periodic, scheduled "Coffee Talks" with parents focusing on graduation requirements, college admissions, and scholarships.

Person Responsible

Rick DeWalt

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Attendance at parent meetings

Action Step 2 5

Beginning with Seniors, each Guidance Counselor will call students from their alpha and conference them in small groups regarding whether they are on track to graduate and what they need to do to stay on track. This graduation task force will meet quarterly with any senior who is not on track to graduate to monitor progress and offer intervention.

Person Responsible

Rick DeWalt

Schedule

On 5/31/2018

Evidence of Completion

Student conference sign in sheets, graduation rate

Action Step 3 5

Guidance Dept will offer a specific professional development presentation for the staff outlining graduation requirements, SAT/ACT info and offering tips to support the graduation rate at PV.

Person Responsible

Rick DeWalt

Schedule

On 11/3/2017

Evidence of Completion

Staff Attendance Sheets

Action Step 4 5

Organize and host event, AP/AICE/Dual Enrollment night

Person Responsible

Rick DeWalt

Schedule

On 1/25/2018

Evidence of Completion

Completed program for event

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

Attendance at meetings, conferences, and PD opportunities

Person Responsible

Rick DeWalt

Schedule

Monthly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Signed attendance sheets.

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

Monitor Seniors on-track for graduation

Person Responsible

LuAnne Daucanski

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Anecdotal evidence, Maintain Graduation Rate > 90%

G1.B2 PV Teachers may lack strategies to deliver effective, engaging instruction. **2**

 B255629

G1.B2.S1 Deliver appropriate, targeted professional development on Marzano high probability strategies based on teachers PGP and self-assessment. **4**

 S270153

Strategy Rationale

If PD is directly tied to teachers evaluations, we will have more buy-in in our PD.

Action Step 1 **5**

Identify and present high probability strategies to staff; related to Strategic Themes.

Person Responsible

Brent Higley

Schedule

On 8/11/2017

Evidence of Completion

Attendance sheet from staff meeting

Action Step 2 **5**

Present PGP requirements, instructions; review high probability strategies.

Person Responsible

Brent Higley

Schedule

On 9/11/2017

Evidence of Completion

PD session sign-in sheets.

Action Step 3 5

Complete teachers evaluations using the Marzano protocol; paying special attention to teachers target elements.

Person Responsible

Reginald Myers

Schedule

Annually, from 8/14/2017 to 4/30/2018

Evidence of Completion

Teachers' final evaluations

Action Step 4 5

Identify teachers who are innovating at selected Marzano elements

Person Responsible

Brent Higley

Schedule

On 10/31/2017

Evidence of Completion

Teachers list, past scores on observations

Action Step 5 5

Record teachers when selected elements are dominant in their lessons and provide video on school server for teachers to view and complete an activity reflection survey.

Person Responsible

Brent Higley

Schedule

Quarterly, from 9/1/2017 to 4/30/2018

Evidence of Completion

Completed reflection surveys

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom observations

Person Responsible

Reginald Myers

Schedule

Annually, from 8/15/2016 to 4/30/2017

Evidence of Completion

Final evaluations using the Marzano protocol

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom Observations

Person Responsible

Reginald Myers

Schedule

Annually, from 9/1/2017 to 4/30/2018

Evidence of Completion

Final evaluation scores on target elements using the Marzano protocol, School Grade components for SY18.

G1.B2.S2 Algebra 1 teachers will implement a continuous improvement model. 4

S270154

Strategy Rationale

Formative assessments will drive remediation and enrichment opportunities. Best practices discussions will provide alternative strategies.

Action Step 1 5

Algebra teachers identified and scheduled with common planning for the purpose of PLC meetings.

Person Responsible

LuAnne Daucanski

Schedule

On 6/30/2017

Evidence of Completion

Master Schedule

Action Step 2 5

Algebra 1 teachers will meet weekly in PLCs

Person Responsible

Brent Higley

Schedule

Weekly, from 8/24/2017 to 5/31/2018

Evidence of Completion

PLC discussion summary sheets, common assessments, data

Action Step 3 5

All PLC teachers will receive Professional Development on PLC purpose and strategies.

Person Responsible

Brent Higley

Schedule

On 8/24/2017

Evidence of Completion

Sign in sheets, Subsequent PLC discussion sheets

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

Weekly ALG 1 PLC meetings

Person Responsible

Brent Higley

Schedule

Weekly, from 8/24/2017 to 5/31/2018

Evidence of Completion

Formative Assessment data, mid-term results, EOC results

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

Classroom observations

Person Responsible

Reginald Myers

Schedule

On 9/1/2018

Evidence of Completion

Marzano data points in teachers' evaluations

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

Monitor student scores on formative assessments, USAs, FSQs, Semester Exam

Person Responsible

Brent Higley

Schedule

On 5/31/2018

Evidence of Completion

Student scores on formative assessments, USAs, FSQs, Semester Exam

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.MA1 M386151	Classroom observations	Myers, Reginald	8/15/2016	Final evaluations using the Marzano protocol	4/30/2017 annually
G1.B2.S2.A1 A361483	Algebra teachers identified and scheduled with common planning for the purpose of PLC meetings.	Daucanski, LuAnne	6/1/2017	Master Schedule	6/30/2017 one-time
G1.B2.S1.A1 A361478	Identify and present high probability strategies to staff; related to Strategic Themes.	Higley, Brent	8/11/2017	Attendance sheet from staff meeting	8/11/2017 one-time
G1.B1.S1.MA1 M386149	Attendance at meetings, conferences, and PD opportunities	DeWalt, Rick	8/14/2017	Signed attendance sheets.	8/14/2017 monthly
G1.B2.S2.A3 A361485	All PLC teachers will receive Professional Development on PLC purpose and strategies.	Higley, Brent	8/24/2017	Sign in sheets, Subsequent PLC discussion sheets	8/24/2017 one-time
G1.B2.S1.A2 A361479	Present PGP requirements, instructions; review high probability strategies.	Higley, Brent	9/11/2017	PD session sign-in sheets.	9/11/2017 one-time
G1.B2.S1.A4 A361481	Identify teachers who are innovating at selected Marzano elements	Higley, Brent	9/1/2017	Teachers list, past scores on observations	10/31/2017 one-time
G1.B1.S1.A3 A361476	Guidance Dept will offer a specific professional development presentation for the staff outlining...	DeWalt, Rick	11/3/2017	Staff Attendance Sheets	11/3/2017 one-time
G1.B1.S1.A4 A361477	Organize and host event, AP/AICE/Dual Enrollment night	DeWalt, Rick	1/25/2018	Completed program for event	1/25/2018 one-time
G1.B2.S1.MA1 M386150	Classroom Observations	Myers, Reginald	9/1/2017	Final evaluation scores on target elements using the Marzano protocol, School Grade components for SY18.	4/30/2018 annually
G1.B2.S1.A3 A361480	Complete teachers evaluations using the Marzano protocol; paying special attention to teachers...	Myers, Reginald	8/14/2017	Teachers' final evaluations	4/30/2018 annually
G1.B2.S1.A5 A361482	Record teachers when selected elements are dominant in their lessons and provide video on school...	Higley, Brent	9/1/2017	Completed reflection surveys	4/30/2018 quarterly
G1.MA1 M386160	Monitor Seniors on-track for graduation	Daucanski, LuAnne	8/14/2017	Anecdotal evidence, Maintain Graduation Rate > 90%	5/31/2018 monthly
G1.B1.S1.MA1 M386148	Monitor Seniors on-track for graduation	Daucanski, LuAnne	8/14/2017	Anecdotal evidence, Maintain Graduation Rate > 90%	5/31/2018 quarterly
G1.B1.S1.A1 A361474	Guidance Dept will offer periodic, scheduled "Coffee Talks" with parents focusing on graduation...	DeWalt, Rick	9/1/2017	Attendance at parent meetings	5/31/2018 monthly
G1.B1.S1.A2 A361475	Beginning with Seniors, each Guidance Counselor will call students from their alpha and conference...	DeWalt, Rick	9/1/2017	Student conference sign in sheets, graduation rate	5/31/2018 one-time
G1.B2.S2.MA1 M386152	Monitor student scores on formative assessments, USAs, FSQs, Semester Exam	Higley, Brent	8/24/2017	Student scores on formative assessments, USAs, FSQs, Semester Exam	5/31/2018 one-time
G1.B2.S2.MA1 M386153	Weekly ALG 1 PLC meetings	Higley, Brent	8/24/2017	Formative Assessment data, mid-term results, EOC results	5/31/2018 weekly
G1.B2.S2.A2 A361484	Algebra 1 teachers will meet weekly in PLCs	Higley, Brent	8/24/2017	PLC discussion summary sheets, common assessments, data	5/31/2018 weekly
G1.B2.S2.MA2 M386154	Classroom observations	Myers, Reginald	9/1/2018	Marzano data points in teachers' evaluations	9/1/2018 one-time

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, we will maintain a 90% or higher graduation rate and foster post-graduate success.

G1.B1 Stakeholders are unaware of Graduation Requirements and courses that will support post-graduate success.

G1.B1.S1 Guidance Dept. will inform parents, students, and staff in regards to graduation, individual requirements, and accelerated class opportunities.

PD Opportunity 1

Guidance Dept will offer a specific professional development presentation for the staff outlining graduation requirements, SAT/ACT info and offering tips to support the graduation rate at PV.

Facilitator

Rick Dewalt and PV Guidance Dept.

Participants

All PV teachers

Schedule

On 11/3/2017

G1.B2 PV Teachers may lack strategies to deliver effective, engaging instruction.

G1.B2.S1 Deliver appropriate, targeted professional development on Marzano high probability strategies based on teachers PGP and self-assessment.

PD Opportunity 1

Present PGP requirements, instructions; review high probability strategies.

Facilitator

Brent Higley

Participants

All interested teachers

Schedule

On 9/11/2017

PD Opportunity 2

Record teachers when selected elements are dominant in their lessons and provide video on school server for teachers to view and complete an activity reflection survey.

Facilitator

Self-facilitated

Participants

All teachers

Schedule

Quarterly, from 9/1/2017 to 4/30/2018

G1.B2.S2 Algebra 1 teachers will implement a continuous improvement model.

PD Opportunity 1

All PLC teachers will receive Professional Development on PLC purpose and strategies.

Facilitator

Brent Higley/Erica Green

Participants

PLC teachers

Schedule

On 8/24/2017

VI. Technical Assistance Items

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