

Pulaski County High School

2019-2020 School Improvement Plan

Achievement Gap - Mathematics

GOAL 1: All students within the identified Achievement Gap groups for Students with Disabilities (*previously 51.26%*) will increase student pass rate by 10% in **Math** EOC SOL tests during the 2019-2020 school year.

Strategies:

- The mathematics department's Collaborative Learning Teams (CLT) will meet weekly to determine instructional strategies and co-plan lessons based on Comprehensive Instructional Program (CIP) pacing guides and student's needs
- Students will be provided CIP benchmark assessments to determine how well individual students have retained material aligned to the Virginia Standards Of Learning (SOL)
- Teachers will increase focus of *engagement* activities (align to the PCPS Instructional Model) to include, but not be limited to collaborative problem solving, reciprocal teaching, peer assessment/feedback, students creating products, and curriculum based games
- Co-taught classes are balanced to incorporate collaborative activities and reciprocal teaching for peer support
- Online supplemental program (i.e. IXL) providing comprehensive coverage for K-12 math aligned to Virginia Standards of Learning. IXL includes comprehensive reporting for tracking student progress and provides a wide variety of questions that simulate SOL test questions.

Chronic Absenteeism Performance -

GOAL 2: Pulaski County High School will improve the daily attendance rates (16.72% in 2018-19) for all students enrolled at PCHS by achieving a 10% decrease (1.6%) in chronic absenteeism for the 2019-2020 school year. (23.37% in 2017-18)

Strategies:

- Administration will engage students and parents regarding the impact of missing too many days of school and providing resources to families to ensure that students attend school all-day, everyday
- Administration and the school counseling office will reach out to students demonstrating signs of chronic absenteeism. Conferences will be held with students who regularly miss school to identify resources to assist in attending school
- Student Chronic Absenteeism data will be reviewed on a regular basis (monthly) to identify students struggling to attend school

Cumulative Suspensions -

GOAL 3: Pulaski County High School seeks to reduce the rate of cumulative suspensions of greater than 10 days in a school year for students with IEPs (29 in 2018-19) by 50%. *A rate equal of lesser than that of student w/out disabilities would also be considered an exemplary improvement rating.

Strategies:

- Implementation of Restorative Academy at PCHS
 - Short-term Restorative Academy is an alternative to suspension for students for

up to 10 days. Students will receive access to:

- The regular curriculum with support from a certified teacher and support from a special education teacher, if applicable
- Restorative Justice/PBIS interventions to teach, model and empower students to make conscientious and informed decisions about their own behavior
- Long-term Restorative Academy is an alternative to suspension for students for more than 10 days, and no more than 90 days.
 - An application process will be utilized for the placement of any student into the long-term Restorative Academy.
 - Meetings must occur to review student progress and the least restrictive environment every 3 weeks for placements in the Restorative Academies.
 - Students will receive access to:
 - A web-based curriculum with support from a certified teacher and support from a special education teacher, if applicable
 - Restorative Justice/PBIS interventions to teach, model and empower students to make conscientious and informed decisions about their own behavior
- Implementing Behavioral Intervention Plans by conducting a greater number of Functional Behavior Assessments (FBA) for SWDs. Students without disabilities will have an “assessment of Behavior” conducted so that “Positive Behavior Support Plan” can be created to provide behavioral supports and interventions
- Creating Tier 2 Behavior teams to facilitate the use of “Check-in/Check-out” strategies for students demonstrating behavioral (and academic) struggles during the school day
- Implementation of professional development for all PCHS faculty by Radford TTAC on “Classroom Management” on Aug 8, 2019; Oct 31, 2019; Feb 6, 2020; Mar 26, 2020
- Implementation of professional development for all PCHS faculty by PCPS on Restorative Justice Practices” on Aug 9, 2019; Sept 9, 2019; Nov 5, 2019; Mar 3, 2020
 - CLT/PLC expectations: activity implementation and review
 - 1st 9 Weeks: Collaborative Class Agreements
 - 2nd 9 Weeks: Restorative Circles
 - 3rd 9 Weeks: Affective Statements
- Expectations for classroom teachers to utilize Restorative Conferences between students demonstrating inappropriate behaviors and themselves prior to completing an ODR for the student. For more broad classroom behavioral issues, teachers will utilize Restorative Circles.
- Monthly review of discipline data and meet with any student with 2 or more ODR per month
- Monthly discipline reports shared with and reviewed with Admin team, Building Leadership Team, Leadership monthly meeting