

## School Improvement Plan

## Comprehensive Needs Assessment

**School:** Panther Creek HS

**Plan Year** 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>*Math I (non-banked) EOC scores have increased from 42.2% (14-15) to 60.0% (16-17) - GLP.</p> <p>*English II EOC scores have increased from 84.4% (14-15) to 88.8% (16-17) - GLP.</p> <p>*Biology EOC scores have increased from 82.9% (14-15) to 88.2% (16-17) - GLP.</p> <p>*Math I (non-banked) EOC scores have increased from 31.3% (14-15) to 39.0% (16-17) - CCR</p> <p>*English II EOC scores have increased from 76.8% (14-15) to 84.7% (16-17) - CCR</p> <p>*Biology EOC scores have increased from 78.0% (14-15) to 81.2% (16-17) - CCR</p> <p>*ACT Composite scores for 16-17: increase of 2.2% meeting benchmark from 15-16. Increase in subgroups: Female, Male, Asian, Hispanic, White, EDS, SWD, AIG</p> <p>*ACT Writing 16-17: increase of at least 14.2% in subgroups: All, Female, Male, Asian, Black, Hispanic, White, EDS, SWD, AIG</p> <p>*4-year Graduation rate at 97.8% for 16-17.</p> <p>*According to EVAAS, "Exceeded" Expected Growth for 16-17: 9.7 index</p> <p>*According to EOC data, subgroups have increased in CCR from 15-16 to 16-17 (All subjects): All (2.4%), Female (3.0%), Male (2.9%), Black (6.3%), EDS (8.0%), LEP (28%)</p> <p>*According to ACT data, subgroups have increased in Composite score from 15-16 to 16-17: All (2.2%), Female (1.7%), Male (2.9%), Hispanic (6.0%), EDS (3.3%), SWD (11.3%).</p> <p>-----</p> <p>According to EVAAS, "Exceeded" Expected Growth for last 3-years (2012-13 to 2014-15).</p> <p>According to the Four-year and five-year graduation rates, we have remained greater than 95% from 2012-13 school year to 2014-15.</p> <p>Met all subgroup targets for graduation rate in 2015 (including, all students, black, Hispanic, white, students with disabilities, economically disadvantaged, and AIG.)</p> <p>Lowest four-year graduation rate subgroups (ED - 85.5% &amp; SWD- 78%) remain higher than the county average by 10%.</p> <p>Number of students that dropped-out has decreased by 72% from 2014-2015 to April 2015-2016.</p> <p>Met all AMO targets in reading for all subgroups from 2011-12 up to 2014-15.</p> <p>Achieved &gt;95% for Math Course Rigor for all students in 2015.</p> <p>Performance Composite increased 1.7% from 2012-13 to 2014-15 to 81.8%, 16% higher than the district performance composite.</p> <p>College and career ready proficiencies and overall proficiencies for the past three years have remained higher than both district and area averages in overall composite, Biology, and English II.</p> <p>EDS, SWD, and Black subgroups had growth in the ACT EDS composite score, English, reading, and science; SWD composite and reading, black composite and English.</p> <p>Growth with females in ACT composite, English, Math, and Reading.</p>	<p>*ACT Reading had a decrease in percent meeting benchmark in 16-17 in subgroups: Female, Asian, Black, Multi, EDS, SWD, AIG (-1% to -13%)</p> <p>*ACT Science had a decrease in percent meeting benchmark in 16-17 in subgroups: All, Female, Asian, Black, Multi, EDS, SWD, AIG (-0.2% to -34.4%)</p> <p>*ACT English had a decrease in percent meeting benchmark in 16-17 in subgroups: Male, Asian, Black, Multi, EDS (-0.2% to -10.3%)</p> <p>*Met 6/8 ACT AMO Targets in 16-17.</p> <p>*According to EOC data, subgroups have decreased in CCR from 15-16 to 16-17 (All subjects): Asian (-0.5%), Hispanic (-0.6%), SWD (-0.7%)</p> <p>*According to ACT data, subgroups have decreased in Composite score from 15-16 to 16-17: Black (-2.0%), Mult (-2.2%)</p> <p>-----</p> <p>According to the EVAAS Growth Index, we have consistently declined over the last three years, from 12.37 in 2013, to 10.25 in 2014, to 5.94 in 2015.</p> <p>According to 2015 EVAAS Value Added Report, we did not meet growth in Math I EOC (-1.1 growth measure).</p> <p>According to the 4-year graduation rate, students with disabilities has steadily declined from 85.7% in 2012-13, 83.3% in 2013-14, and 78.0% in 2014-15.</p> <p>Did not meet all AMO targets for the first time in 2014-15 for black, economically disadvantaged, and students with disabilities in math.</p> <p>Percent proficient for Levels 3,4, &amp; 5 on Math I EOC decreased below area averages from 2.1% below Western area average in 2012-13, to 5.8% below Western area averages in 2014-15.</p> <p>College and Career Ready proficiencies for Math I EOC (non-banked scores) have decreased below the area averages from .6% below in 2012-13 to 1.8% below in 2014-15.</p> <p>In 2015, white students scored 23.5% higher than black students on Math I, 33.2% higher on Biology, and 31.9% higher on English II.</p> <p>From 2012-13 to 2014-15, black subgroup performed on average, 25-30% lower than white subgroup in Math I, Biology, and English II EOC.</p> <p>According to ACT data, there was a decline in all subtests for all subgroups from 2013-2015. Specific declines include Males in all subtests, Writing for all areas, Hispanics &amp; Whites had no growth in all subtests, and SWD &amp; AIG declined in multiple categories.</p>

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Process Data	<p>*PCHS received state recognition from DPI as an Exemplar PBIS school for 16-17.</p> <p>*PCHS adopted and utilized a school-wide writing rubric to support argumentative writing skills.</p> <p>*GradPoint modules being utilized for objective recovery.</p> <p>*Math department adopted a remediation plan in each course to support student mastery.</p> <p>-----</p> <p>Based on walkthrough data for 2015-2016, at any given time 50% of students were reading, writing, and/or taking notes.</p> <p>PCHS received state recognition from DPI as a Green Level PBIS school.</p> <p>Universal strategies for PBIS program being strategically taught by all teachers at the beginning of the school year and the beginning of the semester.</p> <p>Increased use of reteaching modules and lessons related to behavior being taught in the Alternative Learning Center</p> <p>Access to Alternative Learning Center for academic recovery has increased in number of students</p> <p>Expansion of Intervention Team to include more regular education teachers</p>	<p>At any given time, 2015-16 Walkthrough data found few strategies being used to support reading and writing (vocabulary strategies, graphic organizers, annotating, summarizing, etc.) with a low degree of text-based interactions.</p> <p>2015-16 Walkthrough data indicate students have little opportunity to articulate well-formulated thoughts, with an average of 56.7%.</p> <p>2015-16 Walkthrough data indicate that at any given time, 25-50% students are willingly compliant and ritually engaged in learning.</p> <p>2015-16 Walkthrough data indicate that approximately 50% of all classes are whole-group taught at any give time.</p>
Staff and Student Demographics	<p>2016-17 Student Demographic Data:            Total: 2717            American Indian: 0.2%            Asian: 26.9%            Black: 10.8%            Hispanic: 6.6%            Pacific Islander: 0.1%            Two or More: 4.1%            White: 51.3%</p> <p>Suspension data 16-17:            32 suspensions            24 students involved (0.9% of students)</p> <p>-----</p> <p>2014-15 Student Demographic Data:            American Indian 0.1%            Asian 19.6%            Black 14.9%            Hispanic 8.2%            Native Hawaiian/Pacific Islander 0.2%            Two or More 3.9%            White 53.1%</p> <p>2014-15 Staff:            44% have higher than 4-year degree            20% are National Board Certified</p> <p>Student suspension data:            % of students suspended out of school went from 3.1% to 2.7% from 13-14 to 14-15</p> <p>Monthly attendance rate consistently over 95%</p>	<p>Maintain an attendance percentage above the 96% standard as our population grows.</p> <p>Graduation rate for Black and SWD subgroups is below that of the school overall.</p> <p>From 2012 to 2014, the percentage of teachers who indicated Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs on the TWC survey decreased by 6.3 percentage points.</p>

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<b>Plan Year</b>	2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	<p><b>*16-17 Teacher Survey compared to 15-16 TWC:</b></p> <ul style="list-style-type: none"> <li>-Teachers have time available to collaborate with colleagues (+10.3%)</li> <li>-Teachers are allowed to focus on educating students with minimal interruptions (+6.4%)</li> <li>-Teachers have sufficient access to instructional technology (+7.9%)</li> <li>-Parents/guardians support teachers, contributing to their success with students (+3.2%)</li> <li>-School administrators support teacher's efforts to maintain discipline in the classroom (+10.3%)</li> <li>-There is an atmosphere of trust and mutual respect (+8.2%)</li> <li>-Teachers feel comfortable raising issues and concerns (+6.8%)</li> <li>-School leadership consistently supports teachers (+5.8%)</li> <li>-Overall my school is a good place to work and learn (+2.5%)</li> </ul> <p>2014 TWC indicates 89.3% of staff reported that overall PCHS is a good place to work and learn (+3% from 2012).</p> <p>2014 TWC indicates 92.8% of staff report that the school maintains clear, two-way communication with the community (+1.3% from 2012).</p> <p>2014 TWC indicates 98.6% of staff report that the school does a good job of encouraging parent/guardian involvement (+1.4% from 2012).</p> <p>2014 TWC indicates that 98.7% of staff report that the school environment is safe.</p> <p>2014 TWC indicates that 97.3% of staff report that teachers are encouraged to participate in school leadership roles.</p> <p>2014-15 Student Survey results indicate that 86.5% of students either agree or strongly agree that adults treat students fairly. (16-17 9<sup>th</sup> gr: 89.6%)</p> <p>2014-15 Student Survey results indicate that 88% of students either agree or strongly agree that teachers care about students. (16-17 9<sup>th</sup> gr: 87.9%)</p> <p>2014-15 Student Survey results indicate that 82.1% of students either agree or strongly agree that teachers are there for them when needed. (16-17 9<sup>th</sup> gr: 87.2%)</p> <p>2014-15 Student Survey results indicate that 80.5% of students either agree or strongly agree that teachers are honest and open with them. (16-17 9<sup>th</sup> gr: 87.1%)</p> <p>2014-15 Student Survey results indicate that 84.7% of students either agree or strongly agree that they feel safe at school. (16-17 9<sup>th</sup> gr: 92.1%)</p>	<p>*16-17 Teacher Survey compared to 15-16 TWC:</p> <ul style="list-style-type: none"> <li>-The school environment is clean and well maintained (-8%)</li> </ul> <p>2014 TWC indicates that 66.4% of staff report they feel comfortable raising concerns.</p> <p>2014 TWC indicates that 64.3% of staff report that professional development is differentiated to meet the individual needs of teachers</p> <p>2014-15 Student Survey results indicate that 42.1% of students disagree or strongly disagree that most teachers at PCHS are interested in them as a person, not just a student. (16-17 9<sup>th</sup> gr: 65.9%)</p> <p>2014-15 Student Survey results indicate that 39.4% of students disagree or strongly disagree that the tests in their classes do a good job of measuring what they are able to do. (16-17 9<sup>th</sup> gr: 66.2%)</p> <p>2014-15 Student Survey results indicate that 48.9% of students disagree or strongly disagree that most of what is important to know students can learn in school. (16-17 9<sup>th</sup> gr: 56.6%)</p> <p>2014-15 Student Survey results indicate that 44% of students disagree or strongly disagree that the grades in their classes do a good job of measuring what they are able to do. (16-17 9<sup>th</sup> gr: 63.7%)</p> <p>2014-15 Student Survey results indicate that 39.8% of students disagree or strongly disagree that what they are learning in their classes will be important in their future. (16-17 9<sup>th</sup> gr: 62.4%)</p>

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**Plan Year** 2016-2018

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>Gaps in achievement between subgroups and All Students subgroup.</p> <p>Previously: Level I/II, F/R Lunch, SWD, LEP, Multi-Racial, and Black students have achieved overall proficiency and growth rates below those of the other subgroups at PCHS.</p>	<ul style="list-style-type: none"> <li>• Lack of sufficient differentiation to meet the needs of all students.</li> <li>• Lack of consistently focused communication among teachers, case managers, parents, and other key stakeholders for identified students in these subgroups.</li> <li>• Inconsistent student attendance among these subgroups.</li> <li>• Insufficient rigor in course selection and within the courses themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus professional development based on teacher needs,</li> <li>• Increase rigor and high expectations for all students and all subgroups.</li> <li>• Improve communication among teachers and with all stakeholders regarding underachieving students.</li> <li>• Increase writing rigor and frequency.</li> </ul>
<p>Growth for Level I/II, F/R Lunch, SWD, LEP, and Black students are not increasing at the same rate as the other subgroups at PCHS.</p>	<ul style="list-style-type: none"> <li>• Inconsistent student attendance among these subgroups.</li> <li>• Inconsistent SMART Lunch attendance among students in these subgroups.</li> <li>• Lack of focus on students in these subgroups when students are performing below average but passing.</li> <li>• Lack of use of high-yield literacy strategies.</li> <li>• Written, taught, and tested curriculum are not as tightly aligned as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct professional development in literacy skills.</li> <li>• Increase use of SMART Lunch differentiation.</li> <li>• Consistently monitor attendance of all underachieving students.</li> <li>• Emphasize the use of technology resources for teacher communication and sharing of resources and best practices.</li> <li>• Continue role of intervention program in monitoring progress of underachieving students.</li> <li>• PLT's and departments will work to increase alignment to ensure that all time and effort is focused on the curriculum.</li> </ul>
<p>Reading scores declining on ACT</p>	<p>Lack of research based strategies utilized related to reading informational text</p>	<p>Increased professional development related to 4Cs and reading/writing differentiated to meet staff needs.</p>

<b>School:</b>	Panther Creek HS
<b>Plan Year</b>	2016-2018

### Data Summary

Describe your conclusions

- While we are seeing growth in many of the student achievement indicators, there are still areas for improvement. Our current Key Processes, Action Steps, and Professional Development plan continue to be applicable, yet need enhancing for the 2<sup>nd</sup> year of implementation.

\*Number of out of school suspensions decreasing – keeping kids in school more – increased achievement.

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- Based on the proficiency data indicating that the Level I/II, F/R Lunch, SWD, LEP, Multi-Racial, and Black students have achieved overall proficiency rates below those of their counterparts at Panther Creek High School, PCHS will focus professional development to teach specific skills for success to help underachieving students. PCHS will develop and implement plans to emphasize rigor and high expectations for all subgroups.
  - Based on accountability data demonstrating that the growth percentages for Level I/II, F/R Lunch, SWD, LEP, and Black students are not increasing at the same rate as the other subgroups at Panther Creek High School, PCHS will tighten the alignment among written, taught and tested curricula. PCHS will continue the use of SMART Lunch differentiation and innovative SMART Lunch incentives. The intervention team will consistently monitor progress of all underachieving students.
  - Base on ACT data demonstrating that not all subgroups leave PCHS with the same level of career-and-college readiness, PCHS will increase the rigor at every level in order to better prepare students for and encourage students to enroll in AP courses. Writing frequency and rigor will be increased.
  - While PCHS students exceed expected growth in all subject areas, students in some subgroups do not meet or exceed expected growth in all subject areas.
  - In 2014-15, 16.1% of students who took the ACT did not meet the composite benchmark for college readiness.

## School Improvement Plan

### Membership of School Improvement Team

<b>School:</b>	Panther Creek HS
<b>Plan Year</b>	2016-2018
<b>Principal:</b>	Dr. Camille Hedrick
<b>Date:</b>	Sep - 2017

### SIP Team Members

<b>Name</b>	<b>School Based Job Title</b>
1 Abby Su	Other
2 Amy Spruill	Teacher
3 Andy Fox	Instructional Support Personnel
4 Ben Olin	Assistant Principal
5 Brittany Browning	Teacher
6 Camille Hedrick	Principal
7 Crystal Locus	Assistant Principal
8 Debbie Davis	Instructional Support Personnel
9 Dominique Sauls	Teacher
10 Drew Mabe	Assistant Principal
11 Elissa Sands	Teacher
12 Eric Rosen	School Improvement Chair
13 James Gross	Instructional Support Personnel
14 Jonathan Chang	Assistant Principal
15 Julie Endsley	Teacher
16 Karen Garmon	Teacher
17 Matthew Sonstroem	Teacher
18 Paula Hansen	Teacher
19 Sarah Hall	Other
20 Sarah Martin	Parent
21 Seth Beiler	Teacher
22 Sheila Canete-Schmid	Teacher
23 Tessa Newcombe	Instructional Support Personnel
24 Wittney Carter	Teacher
25 Ythol Arul	Teacher

## School Improvement Plan

### Mission, Vision and Value Statements

<b>School:</b>	Panther Creek HS
<b>Plan Year</b>	2016-2018
<b>Date:</b>	May - 2016

#### Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

#### Vision Statement

Panther Creek High School is a collaborative community characterized by passion, purpose, and pride. Panther Creek promotes a culture of personal responsibility for learning through meaningful relationships, a challenging and relevant curriculum, and opportunities for engagement.

#### Core Beliefs

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
- The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
- The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
- The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

#### Value Statement

Valuing continuous improvement, our community uses tradition, innovation, and evaluation to shape principles and practices that honor lifelong learning.

School Goal		
By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Camille Hedrick, Principal	Achievement	Globally Competitive Students
<b>Resources</b>		
Understanding by Design, Depths of Knowledge, Walkthrough Instrument, Trainer for personalized learning, Common Assessment data, School-wide writing rubric, Student literacy exemplars, Graduation cohort data, State testing data, ACT data, AMO data. We wish to utilize DPI flexibility with funds transfer.		

Key Process
<b>1.</b> Teachers/staff will use the Understanding by Design model to develop and implement aligned, rigorous, and engaging learning activities to increase students' mastery of skills.
<b>Tier</b> Tier 1 / Core Instruction
<b>Process Manager</b> Jill Bliss
<b>Measurable Process Check(s)</b> The Walkthrough Team will conduct monthly walkthroughs and analyze the data in order to determine areas of strength and weakness and prioritize needs.  Teachers/staff will participate in monthly peer review of learning activities during professional development sessions to improve instructional practices. SIT will analyze quarterly student achievement data from common assessments using the PCHS Data Analysis Tool to determine next steps for student success.

Action Step(s)
<b>1.</b> PLTs will unpack standards to create a one-pager in student-friendly language for each unit.
<b>Timeline</b> From 9/2016 To 5/2017
<b>2.</b> PLTs will use common assessments that are aligned to the Standards for each unit.
<b>Timeline</b> From 9/2016 To 6/2018
<b>3.</b> Teachers will develop learning activities that are aligned to the assessments and standards that are rigorous, relevant and promote collaboration, creativity, critical thinking and communication.
<b>Timeline</b> From 9/2016 To 6/2018
<b>4.</b> Using the Cognitive Rigor Matrix, teachers will analyze learning activities.



## School Improvement Plan

## Summary of Goals, Key Processes and Action Steps

**School:** Panther Creek HS  
**Plan Year** 2016-2018  
**LEA:** Wake County (920)

**Timeline** From 9/2016 To 6/2018

5. PLTs will analyze data from common assessments quarterly and respond to the data to provide appropriate intervention.

**Timeline** From 9/2016 To 6/2018

6. Teachers/staff will deliver annual school wide perception surveys to students related to rigor, relevance and relationships.

**Timeline** From 5/2017 To 5/2018

7. The Walkthrough Team will identify a research-based walkthrough instrument and use it in monthly walkthroughs.

**Timeline** From 9/2016 To 6/2018

### Key Process

2. Teachers/staff will develop and implement a school-wide literacy plan.

#### Tier

Tier 1 / Core Instruction

#### Process Manager

Andy Fox

#### Measurable Process Check(s)

The Literacy Team will review student products submitted by teachers/staff that demonstrate research-based reading and writing strategies.

The Walkthrough Team will conduct monthly walkthroughs and analyze the data to determine areas of strength and weakness, and prioritize needs.

Teachers/staff will participate in monthly peer review of literacy strategies during professional development sessions to improve instructional practices.

SIT will analyze student achievement trend data from English II and ACT scores yearly from 2015-2016 through 2017-2018.

### Action Step(s)

1. The Literacy Team will identify research-based literacy strategies for schoolwide implementation.

**Timeline** From 9/2016 To 2/2017

2. Teachers/staff will participate in schoolwide professional development in implementing literacy strategies.

**Timeline** From 9/2016 To 6/2017

3. Teachers will incorporate the research-based literacy strategies in all content areas.

**Timeline** From 9/2016 To 6/2018

4. Teachers will use a common writing rubric developed by the Literacy Team to teach and assess written work.

**Timeline** From 9/2016 To 6/2018

5. Teachers/staff will submit student literacy exemplars quarterly to the Literacy Team for feedback.

**Timeline** From 11/2016 To 6/2018

**School Improvement Plan**
**Waiver Request**
**School:** Panther Creek HS

**Plan Year** 2016-2018

<b>Date</b>	May - 2016
<b>Waiver Requested</b>	
No Waiver Requested	
<b>How will this waiver impact school improvement?</b>	
No Waiver Requested	
<b>Please indicate the type of waiver:</b>	Local
<b>Please indicate the policy to be waived</b>	No Waiver Requested

<b>Date</b>	May - 2016
<b>Waiver Requested</b>	
No Waiver Requested	
<b>How will this waiver impact school improvement?</b>	
No Waiver Requested	
<b>Please indicate the type of waiver:</b>	State
<b>Please indicate the policy to be waived</b>	No Waiver Requested

## School Improvement Plan

### Summary Sheet of Professional Development Activities

<b>School:</b>	Panther Creek HS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

### Development Activities for

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
PLT Expectations	Teachers in all content areas	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.
Implementation of School-wide Writing Rubric	All content area teachers	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.
Research-based Literacy Strategies	All staff.	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.
Personalized Learning	All content area teachers	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.
Walkthrough Instrument	Walkthrough team and all content area teachers	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.
Depths of Knowledge	All content area teachers	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.
Hess' Cognitive Rigor Matix	All staff.	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.
Understanding by Design	All content area teachers.	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.
Data Analysis Training	All staff.	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.

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### Summary Sheet of Professional Development Activities

<b>School:</b>	Panther Creek HS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2017-2018

### Development Activities for

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
Understanding by Design	Certified Staff	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.
Cognitive Rigor Matrix	Certified Staff	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.
Literacy and the 4Cs	Certified staff	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.
Technology and Personalized Learning	Certified staff	By June 2018, at least 95% of students will graduate within their 4-year cohort, and the achievement gap between the All Students subgroup and all other student subgroups will decrease by 5% yearly as measured by graduation cohort data, state testing data, ACT data, and AMO data.

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Panther Creek HS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	<p><b>What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?</b> Beginning of the year data for all students was used to distill risk factors based on Behavior, Attendance, and Grades; we identified 10 different risk factors which are: 20 absences or greater, 1 or more suspensions, Fs in any quarter or semester, reading or math achievement levels (Grade 8 R+M and Math I) less than 3.</p> <p><b>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?</b> Generally speaking if a student is making progress towards their goals, then they may be considered by the team for exiting. Specifically, if a student was identified as having 5 or more of these risk indicators, they enter with intensive interventions and are put on intervention team member caseloads. Throughout the year, these students are monitored for grades, behavior, and attendance. Should students show success (maintaining grades above Ds and Fs, having fewer than 10 absences in a semester, and having no suspensions or ALC visits, the student is placed on a monitoring status for the year where we track the student, but do not actively intervene.</p> <p><b>What frequency, structures, and processes will be utilized to identify students exhibiting a need for academic or behavior intervention throughout the year?</b> Bi-weekly intervention team meetings to review data related to both active and monitoring caseloads. Reports (current grades and attendance as well as a behavioral report from administration) are used to see what students may be at-risk as the school year progresses. Caseloads are updated and monitored accordingly. Additionally, four Student Services members (the Dean, SAP, and two counselors), meet weekly with the Student Services department and are provided with failure lists as well as attendance data during their weekly meeting by the intervention coordinator. They then go to the intervention team meeting and report out from a Student Services perspective about students with any number of at-risk issues (grades, attendance, behavior, home problems, health issues, etc.).</p> <p><b>How will your team determine the effectiveness of this plan, as evidenced by at least 70% of served students responding to interventions based on Rate of Improvement and/or transitioning towards Core benchmarks?</b> 70% or more of the students served will pass all of their classes as evidenced by their grades.</p>	<p><b>What data will be used to determine criteria to identify the students who are not achieving at benchmark or meeting universal behavior expectations?</b> Beginning of the year data for all students was used to distill risk factors based on Behavior, Attendance, and Grades; we identified 10 different risk factors which are: 20 absences or greater, 1 or more suspensions, Fs in any quarter or semester, reading or math achievement levels (Grade 8 R+M and Math I) less than 3.</p> <p><b>What is the threshold at which students will enter and/or exit strategic and/or intensive interventions for academics or behavior?</b> Generally speaking if a student is making progress towards their goals, then they may be considered by the team for exiting. 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## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	Panther Creek HS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Intervention Structure</b>	<p><b>What will be the strategic and intensive structure for delivering services to students who are not meeting benchmark or universal behavior expectation?</b>            Each intervention team member carries a caseload and meets with their students, coordinates with teachers, counselors, administrators, and parents to provide best services for the student. Students who are not responding to interventions utilized by their regular caseload manager are brought up to the intervention team members as a whole to engage in the TIPS model to look for interventions.</p> <p><b>How does your master schedule allow for delivery of strategic and intensive intervention?</b>            SMART lunch is the centerpiece of delivery for many interventions, providing a universal time for students to meet with teachers and engage in intervention and enrichment.</p>	<p><b>What will be the strategic and intensive structure for delivering services to students who are not meeting benchmark or universal behavior expectation?</b>            Each intervention team member carries a caseload and meets with their students, coordinates with teachers, counselors, administrators, and parents to provide best services for the student. Students who are not responding to interventions utilized by their regular caseload manager are brought up to the intervention team members as a whole to engage in the TIPS model to look for interventions.</p> <p><b>How does your master schedule allow for delivery of strategic and intensive intervention?</b>            SMART lunch is the centerpiece of delivery for many interventions, providing a universal time for students to meet with teachers and engage in intervention and enrichment.</p>	<p><b>What will be the strategic and intensive structure for delivering services to students who are not meeting benchmark or universal behavior expectation?</b>            Each intervention team member carries a caseload and meets with their students, coordinates with teachers, counselors, administrators, and parents to provide best services for the student. Students who are not responding to interventions utilized by their regular caseload manager are brought up to the intervention team members as a whole to engage in the TIPS model to look for interventions.</p> <p><b>How does your master schedule allow for delivery of strategic and intensive intervention?</b>            SMART lunch is the centerpiece of delivery for many interventions, providing a universal time for students to meet with teachers and engage in intervention and enrichment.</p>
<b>Instruction</b>	<p><b>What structures are in place to ensure that instructional decisions and planning are aligned to core?</b></p> <ul style="list-style-type: none"> <li>• Bi-monthly intervention team meetings</li> <li>• School leadership team</li> <li>• Administrative team</li> <li>• School walkthrough team</li> <li>• School Improvement Team</li> </ul> <p><b>What is the intervention lesson format(s) for academics or behavior?</b>            PCHS is a PBIS school. As such, we deploy school-wide PBIS lessons to baseline behavioral expectations at the beginning of the year. Additionally, our Catamount Center (aka Alternative Learning Center) uses targeted lessons and modules for specific areas of need as academic and behavioral concerns manifest with individual students.</p> <p><b>How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?</b></p> <ul style="list-style-type: none"> <li>• Intervention Team</li> <li>• Administrators</li> </ul>	<p><b>What structures are in place to ensure that instructional decisions and planning are aligned to core?</b></p> <ul style="list-style-type: none"> <li>• Bi-monthly intervention team meetings</li> <li>• School leadership team</li> <li>• Administrative team</li> <li>• School walkthrough team</li> <li>• School Improvement Team</li> </ul> <p><b>What is the intervention lesson format(s) for academics or behavior?</b>            PCHS is a PBIS school. As such, we deploy school-wide PBIS lessons to baseline behavioral expectations at the beginning of the year. Additionally, our Catamount Center (aka Alternative Learning Center) uses targeted lessons and modules for specific areas of need as academic and behavioral concerns manifest with individual students.</p> <p><b>How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?</b></p> <ul style="list-style-type: none"> <li>• Intervention Team</li> <li>• Administrators</li> </ul>	<p><b>What structures are in place to ensure that instructional decisions and planning are aligned to core?</b></p> <ul style="list-style-type: none"> <li>• Bi-monthly intervention team meetings</li> <li>• School leadership team</li> <li>• Administrative team</li> <li>• School walkthrough team</li> <li>• School Improvement Team</li> </ul> <p><b>What is the intervention lesson format(s) for academics or behavior?</b>            PCHS is a PBIS school. As such, we deploy school-wide PBIS lessons to baseline behavioral expectations at the beginning of the year. Additionally, our Catamount Center (aka Alternative Learning Center) uses targeted lessons and modules for specific areas of need as academic and behavioral concerns manifest with individual students.</p> <p><b>How will you know the interventions have been implemented with fidelity? Who will ensure fidelity?</b></p> <ul style="list-style-type: none"> <li>• Intervention Team</li> <li>• Administrators</li> </ul>

## School Improvement Plan

## Intervention Planning Matrix

<b>School:</b>	Panther Creek HS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Assessment and Progress Monitoring</b>	<p><b>What data will be used to assess the student's responsiveness to intervention?</b></p> <ul style="list-style-type: none"> <li>• Current grades reports for monitoring active caseloads</li> <li>• D/F lists for interims, quarter, and final grades</li> <li>• Attendance data</li> <li>• Off-cohort lists</li> <li>• ALC placement</li> <li>• Discipline data</li> <li>• Principal monthly report data</li> </ul> <p><b>How does the data guide your instruction?</b> Data helps guide all structures and instruction at PCHS from the school improvement plan and team to individual PLT decisions. For instance, our ACT data indicates that we have seen a decline in the quality of writing in the school. We have implemented targeted writing staff development and course curricular changes to address this issue.</p> <p><b>How often will you progress monitor?</b> At all major grading milestones (for all students), plus an update of caseload metrics for biweekly intervention team meetings.</p> <p><b>What is the process for analyzing the data &amp; making data based decisions?</b> We use the TIPS model during intervention team meetings.</p>	<p><b>What data will be used to assess the student's responsiveness to intervention?</b></p> <ul style="list-style-type: none"> <li>• Current grades reports for monitoring active caseloads</li> <li>• D/F lists for interims, quarter, and final grades</li> <li>• Attendance data</li> <li>• Off-cohort lists</li> <li>• ALC placement</li> <li>• Discipline data</li> <li>• Principal monthly report data</li> </ul> <p><b>How does the data guide your instruction?</b> Data helps guide all structures and instruction at PCHS from the school improvement plan and team to individual PLT decisions. For instance, our ACT data indicates that we have seen a decline in the quality of writing in the school. We have implemented targeted writing staff development and course curricular changes to address this issue.</p> <p><b>How often will you progress monitor?</b> At all major grading milestones (for all students), plus an update of caseload metrics for biweekly intervention team meetings.</p> <p><b>What is the process for analyzing the data &amp; making data based decisions?</b> We use the TIPS model during intervention team meetings.</p>	<p><b>What data will be used to assess the student's responsiveness to intervention?</b></p> <ul style="list-style-type: none"> <li>• Current grades reports for monitoring active caseloads</li> <li>• D/F lists for interims, quarter, and final grades</li> <li>• Attendance data</li> <li>• Off-cohort lists</li> <li>• ALC placement</li> <li>• Discipline data</li> <li>• Principal monthly report data</li> </ul> <p><b>How does the data guide your instruction?</b> Data helps guide all structures and instruction at PCHS from the school improvement plan and team to individual PLT decisions. For instance, our ACT data indicates that we have seen a decline in the quality of writing in the school. We have implemented targeted writing staff development and course curricular changes to address this issue.</p> <p><b>How often will you progress monitor?</b> At all major grading milestones (for all students), plus an update of caseload metrics for biweekly intervention team meetings.</p> <p><b>What is the process for analyzing the data &amp; making data based decisions?</b> We use the TIPS model during intervention team meetings.</p>
	<p><b>What evidence based materials and resources will be used to support the academic or behavior strategic intervention?</b> ALC uses several research-based modules to support academic and behavioral concerns. Caseloads assigned to intervention team members and overall school structures intended to increase the number of adult-layered advocates a student are the backbone of intervention at PCHS--every student should have at least one adult advocating for them. Organizing time, like SMART lunch, for tutorials to decrease the student-teacher ratio for individualized help. Student recognition programs, both large and small. Next year, re-framing courses to better reflect student needs (e.g., replacing Seminar courses with more meaningful, targeted Young Adult Literature and High School Writing courses to address critical needs).</p>	<p><b>What evidence based materials and resources will be used to support the academic or behavior strategic intervention?</b> ALC uses several research-based modules to support academic and behavioral concerns. Caseloads assigned to intervention team members and overall school structures intended to increase the number of adult-layered advocates a student are the backbone of intervention at PCHS--every student should have at least one adult advocating for them. Organizing time, like SMART lunch, for tutorials to decrease the student-teacher ratio for individualized help. Student recognition programs, both large and small. Next year, re-framing courses to better reflect student needs (e.g., replacing Seminar courses with more meaningful, targeted Young Adult Literature and High School Writing courses to address critical needs).</p>	<p><b>What evidence based materials and resources will be used to support the academic or behavior strategic intervention?</b> ALC uses several research-based modules to support academic and behavioral concerns. Caseloads assigned to intervention team members and overall school structures intended to increase the number of adult-layered advocates a student are the backbone of intervention at PCHS--every student should have at least one adult advocating for them. Organizing time, like SMART lunch, for tutorials to decrease the student-teacher ratio for individualized help. Student recognition programs, both large and small. Next year, re-framing courses to better reflect student needs (e.g., replacing Seminar courses with more meaningful, targeted Young Adult Literature and High School Writing courses to address critical needs).</p>



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### Intervention Planning Matrix

<b>School:</b>	Panther Creek HS
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2017-2018

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	Please reference Google Docs		
<b>Intervention Structure</b>	Please reference Google Docs		
<b>Instruction</b>	Please reference Google Docs		
<b>Assessment and Progress Monitoring</b>	Please reference Google Docs		
<b>Curriculum/Resources</b>	Please reference Google Docs		