

Instruction

Overview

William M. Davies, Jr. Career & Technical High School (Davies) employs three Supervisors of Instruction. The Supervisor of Academic Instruction, the Supervisor of Student Supports, and the Supervisor of Technical Instruction serve as the Administrators of all aspects of the educational programs at Davies including development, evaluation, improvement and assessment.

The Supervisor of Academic Instruction is the direct supervisor of all of the teachers in the academic areas: English, Foreign Language, Mathematics, Physical Education/Health, Science and Social Studies. In conjunction with the Guidance Department and the College Board, they coordinate all of the standardized testing at Davies. This Supervisor is also responsible for the writing of and compliance with the Federal Title I grant.

The Supervisor of Student Supports is the direct supervisor of all of the Special Education Teachers, Reading Teachers, Teacher Assistants, School Nurse, Social Workers, Diagnostic Prescriptive Teacher and the Bilingual Parent Liaison. Student Supports serves all of the activities related to the education, related services, and support services for students who have Individual Education Programs (IEP); students in the Limited English Proficient program; students requiring 504 plans, students who need remedial reading; and students on home instruction for medical reasons. This Supervisor is also responsible for the writing of and compliance with the Federal IDEA grant, supporting the writing of both the Title I and II grants.

The Supervisor of Technical Instruction is the direct supervisor of all of the teachers in the Career & Technical Education (CTE) areas: Automotive Careers, Biomanufacturing, Cosmetology, Electrical and Renewable Energy, Graphics and Interactive Media, Health Careers, Hospitality Careers, Machine Technology, Pre-Engineering and Robotics. It is the responsibility of this Supervisor to ensure that all students complete their required amount of Work Based Learning hours and that all certification exams are completed and passed. This Supervisor is also responsible for the writing and compliance with the Federal Perkins grant.

Academic Book Room

1.1 Authority

All books, teacher's editions, and instructional materials used for instructional purposes at William M. Davies, Jr. Career & Technical High School (Davies) are maintained and stored in the Academic Book Room. It is important that these materials are maintained in a safe, neat, and organized manner. The purpose of this policy is to ensure that the flow of materials is supervised and that an accurate inventory is kept.

1.2 Policy

Keys to the Academic Book Room are held by the Academic Department Coordinators, the Instructional Supervisors, the Director, and the facilities staff. The keys are not to be given out to any other staff member. Any staff member that requires access to the Academic Book Room must be accompanied by their Department Coordinator.

In the case where a Department Coordinator is not available to accompany a staff member, the staff member may be loaned a key by a Department Coordinator, but only for a specific purpose and a limited period of time. It is the staff member's responsibility to be sure the room is secured they they leave the area and that the key is directly handed back to the Department Coordinator.

Students are not to enter the Academic Book Room at any time for any reason.

Staff members are not to pile unwanted or used materials on the shelf of the outside area of the Academic Book Room. All materials are to be returned to the Department Coordinators.

1.3 Procedure

Inventory sheets for each subject area will be attached to the front of each text section. Anyone taking materials from that section must log out how many books are taken and the date they are taken. That individual is then responsible for returning the books to those sections in a neat and orderly fashion and log back in the date when they were returned. Any lost materials must be entered on that sheet so that the Department Coordinator is aware that materials will need to be replaced.

Book lists are to be maintained by each academic subject area teacher as students have texts issued to them at the beginning of the year. Each teacher will receive six sets of these lists, and make copies of the blank lists as they issue additional supplementary texts. These lists will have student signatures on them as to what number the text is that is being used by that student, the date the text was taken, and the name of the text. The condition of the book is also to be entered. This list is to be kept in a secure location by the academic teacher and used at the end of the year to maintain an inventory control of the academic materials that are being returned. Any text or other type of material not returned or returned in poor or unusable condition will be paid for by the student. If a student loses a book during the year, if another text is available, a new one may be issued after parent notification that both books are still a financial accountability to that student at the end of the year.

Official Policy and Procedure for In Class Academic Recovery

Overview

The purpose of the **Davies Academic Recovery (AR) Classes** are to provide additional instructional time and credit recovery in the core academic subjects (English, Math, Social Studies, Science and Reading) for students who have a class average of 69 or below; therefore, providing targeted, intensive support and effective intervention for students who are failing.

The anticipated outcome of the **Davies Academic Recovery Classes** is the enhancement and broadening of the reading, writing and math skills needed to succeed in the core subject area(s) in which the student is receiving extra support. This will be measured by a rise in that average core subject grade.

Policy

Progress Monitoring (Guidance Counselors)

The guidance counselor will begin progress monitoring the academic performance of all students enrolled in the Academic Recovery Classes. The purpose of this progress monitoring process is to support our students toward academic recovery. The guidance counselors will review the classroom grades of students at least once every five weeks. As part of this process, the guidance counselors will schedule parent-teacher meetings for any student who falls into one or more of the following categories:

Failed 1st quarter and is continuing to fail 2nd quarter in any core academic subject.

Demonstrated little or no academic progress after attending AR Classes.

The student is currently repeating the grade, enrolled in the AR Classes and is not improving academically.

The student is not making satisfactory progress at the midpoint of each AR section.

The purpose of these meetings is to keep the lines of communication between home and school open, and to work as a team with the parents to support our students.

Course Content

Students enrolled in the AR classes will be required to complete all the required AR materials, which are aligned to the specific content standards. Students will also be required to pass

assessments that measures their proficiency on this material. Additional assignments may be assigned to work on either in class or for homework, at the discretion of the AR instructor, based on an assessment of students' needs.

All students are required to complete all the required materials for each content area regardless of their failing quarter grade and will remain in the AR session to final completion date, as determined by the administration.

Grading

Grading Procedure:

The AR teacher will correct all summative assessments and record the grades on the Google spreadsheet shared with them by the Supervisor of Diverse Learners. The Supervisor of Diverse Learners will calculate the average summative grade and forward the exit slip to the teacher of record. The teacher of record will record the new grade in Pinnacle. The new grade should be entered as a decimal to indicate that it was done in AR (70.1 for example).

How grades are calculated:

When a student completes the required AR practice work and takes the required summative assessments the average of the summative assessments will be calculated. If the calculated summative assessment grade equals a 70 or higher the students' failing quarter grade will be raised to 70.1.

If the student does not complete all required work and/or does not demonstrate achievement of at least a 70 average of the summative assessments, then the student's grade will be raised to reflect the calculated summative average grade earned in AR.

If the situation happens that a student's summative assessment average grade is below their failing quarter grade (and only if the student has completed all the summatives and at least 70% of the practice assignments) then the chart below will be used to calculate additional points earned towards a student's failing quarter grade.

If AR grade falls in column 1, then add corresponding points to quarter grade from column 2:

Column 1	Column 2
65-69	6
64-60	5
59-50	4
49-40	3
39-20	2
Below 20	0

Behavior

It is expected that all students will behave in a proper manner and complete the required work assigned. If a discipline infraction occurs, the AR teacher will contact the Academic Recovery Coordinator who will then inform the administrator on duty of the infraction and the student. The student will receive no credit for any work done that day. If the inappropriate behavior continues or there is an identified pattern of behavior jeopardizing learning of the student or other students, a parent conference will be scheduled and the student may be exited from the program.

Excused Absences

In the event of an excused absence, a Dr.'s note must be submitted to the AR coordinator and the student is responsible for making up the missing work prior to the next scheduled AR class. Students can obtain this work by contacting their assigned AR instructor.

Cutting

The goal of the AR classes is to help our students succeed, but this cannot be achieved if they do not attend the classes. The discipline aspect of AR will be handled by the Supervisor of Diverse Learners. Cuts and any other issues will be referred to the Coordinator of Instructional Services, and they will track student attendance (in MMS) and any discipline measures that may be needed.

The penalty for cutting AR for a student's initial placement will be:

1 cut = Call home

2 cuts = Parent conference

4 cuts = Exiting from the AR program with a forfeit of all credit recovery options unless the student began AR with a grade of 60 or higher in that subject

4 cuts (Grade 12) = Must achieve a grade of 75 or higher on any approved credit recovery program in order to recover failing grade in that subject

If a student is exited from any quarter AR session for cutting or any other discipline issue a parent meeting will need to take place prior to the student being enrolled in any consecutive quarters AR classes. In the event a student is exited in 2 quarters, the student will forfeit the opportunity to participate in AR for the year, and could jeopardize the opportunity to participate in the Summer Enrichment program.

Exiting

A student is exited from the program after the end of the session. The AR teacher will correct all completed work and return it to the AR coordinator. The Coordinator will distribute the change of grade forms to the appropriate teacher of record. The teacher of record will fill out the

change of grade/exit sheet and change the grade in Pinnacle gradebook and submit it to the Coordinator. The Coordinator will forward the form to Guidance.

Official Policy and Procedure for Remote Academic Recovery Classes

Overview

The purpose of the **Davies Academic Recovery (AR) Classes** are to provide additional instructional time and credit recovery in the core academic subjects (English, Math, Social Studies, Science and Reading) for students who have a class average of 69 or below; therefore, providing targeted, intensive support and effective intervention for students who are failing.

The anticipated outcome of the **Davies Academic Recovery Classes** is the enhancement and broadening of the reading, writing and math skills needed to succeed in the core subject area(s) in which the student is receiving additional opportunities for instruction and support. This will be measured by a rise in that average core subject grade.

Policy

Progress Monitoring (Guidance Counselors)

The guidance counselor will begin progress monitoring the academic performance of all students enrolled in the Academic Recovery Classes. The purpose of this progress monitoring process is to support our students toward academic recovery. The guidance counselors will review the classroom grades of students at least once every five weeks. As part of this process, the guidance counselors will schedule parent-teacher meetings for any student who falls into one or more of the following categories:

Failed 1st quarter and is continuing to fail 2nd quarter in any core academic subject.

Demonstrated little or no academic progress after attending AR Classes.

The student is currently repeating the grade, enrolled in the AR Classes and is not improving academically.

The student is not making satisfactory progress at the midpoint of each AR section.

The purpose of these meetings is to keep the lines of communication between home and school open, and to work as a team with the parents to support our students.

Online Course Content

Students enrolled in the Remote AR classes will be required to complete all the required AR online materials, which are aligned to the specific content standards. Students will also be

required to take and pass online assessments to measure their proficiency on this material. Students will be given a list of online modules to complete, these modules include embedded instruction. Students, upon completion of the modules, will then take the required online assessments. Students must demonstrate proficiency (70) for each of the assigned skills. If any student needs additional instruction or support, they have the option of staying after school and attending one of the content specific (ELA or Math) drop in AR support classes. The requirement is that students will spend 1.5 hours or more per week completing the assigned modules and assessments. Attendance will be monitored by weekly work completion.

All students are required to complete all the required materials, for each content area, regardless of their failing quarter grade and will remain enrolled in AR until all requirements are complete. All work must be completed by the last scheduled date of the AR session they are enrolled or no credit will be given.

Grading

Grading Procedure:

The Remote AR teacher will record all summative assessments grades on the Google grade spreadsheet shared with them by the Supervisor of Student Supports. The Supervisor of Student Supports will calculate the average summative grade and forward the exit slip to the teacher of record. The teacher of record will record the new grade in Pinnacle. The new grade should be entered as a decimal to indicate that it was done in AR (70.1 for example).

How grades are calculated:

When a student completes the required AR online practice work and takes the required online summative assessments the average of the summative assessments will be calculated. If the calculated summative assessment grade equals a 70 or higher the students' failing quarter grade will be raised to 70.1.

If the student does not complete all required work and/or does not demonstrate achievement of at least a 70 average of the summative assessments, then the student's grade will be raised to reflect the calculated summative average grade earned in AR.

If the situation happens that a student's summative assessment average grade is below their failing quarter grade (and only if the student has completed all the summatives and at least 70% of the practice assignments) then the chart below will be used to calculate additional points earned towards a student's failing quarter grade.

If AR grade falls in column 1, then add corresponding points to quarter grade from column 2:

Column 1	Column 2
65-69	6
64-60	5
59-50	4
49-40	3
39-20	2
Below 20	0

Behavior

It is expected that all students will behave in a proper manner and complete the required work assigned. If a student attends one of the drop in sessions for additional support and a discipline infraction occurs, the Remote AR teacher will contact the Academic Recovery Coordinator who will then inform the administrator on duty of the infraction and address the student. The student will receive no credit for any work done that day. If the inappropriate behavior continues or there is an identified pattern of behavior, jeopardizing learning of the student or other students, a parent conference will be scheduled and the student may be exited from the program.

Excused Absences

In the event of an extended excused absence occurs during a period when a student is enrolled in online AR than a Dr.'s note must be submitted to the AR coordinator and the student is responsible for making up the missing work.

Attendance Policy

The goal of the AR classes is to help our students succeed, but this cannot be achieved if they do not regularly complete the assigned online tasks and assessments. All students enrolled in online AR classes are responsible for completing a minimum of 1.5 hours of work recorded in the system weekly. If after a review of student progress, it is determined that a student is not completing the minimum required weekly work then the following actions will be taken.

1 week of no work completion = Call home

2 weeks of no work completion = Parent conference

3 weeks of no work completion = Exiting from the AR program with a forfeit of all credit recovery options unless the student began AR with a grade of 60 or higher in that Subject

3 weeks of no work completion (Grade 12) = Must achieve a grade of 75 or higher on any approved credit recovery program in order to recover failing grade in that subject.

If a student is exited from any quarter AR session for not completing the minimum of 1.5 hours of online work per week, or any other discipline issue, a parent meeting will need to take place prior to the student being enrolled in any consecutive quarters AR classes. In the event a student is exited in 2 quarters, the student will forfeit the opportunity to participate in AR for the year, and could jeopardize the opportunity to participate in the Summer Enrichment program.

Exiting

A student is exited from the program after the end of the session. The AR teacher will correct all completed work and return it to the AR coordinator. The Coordinator will distribute the change of grade forms to the appropriate teacher of record. The teacher of record will fill out the change of grade/exit sheet and change the grade in Pinnacle gradebook and submit it to the Coordinator. The Coordinator will forward the exit form to Guidance.

Response To Intervention

1.1 Authority

Response to Intervention (RTI) is a multi-tiered system for providing students with additional support they may need to be successful. The supports that will be put in place are determined by William M. Davies, Jr. Career & Technical High School (Davies) RTI Team, after an in-depth review of the individual student data in the following areas: academics, behavior, attendance, cultural/linguistic, and social/emotional differences.

1.2 Policy

Any faculty/staff member that has identified a student they feel may need additional supports should refer the student to their Guidance Counselor using the [RTI Referral Form](#) and providing the following data:

1. Summary of the specific concern whether it be academic, behavioral, attendance, cultural/linguistic, and/or social/emotional.
2. Evidence of the implementation of classroom, research-based interventions attempted by the faculty/staff member in order to attempt to alleviate the concern and support the student.
3. Evidence of any parent/guardian contact related to this concern.
4. Any other relevant information that the faculty/staff member feels is pertinent to providing the student the support needed to allow them to be successful.

The Guidance Counselor will then determine whether they feel the student qualifies to be referred to the RTI Team for review.

1.3 Criteria

Students are identified to be reviewed by the RTI Team using the following criteria:

1. The student is referred by Guidance after all above data/feedback is collected.
2. Any student that is currently repeating a year.
3. Any student that is failing two or more subjects with less than a 55% average grade.
4. Any student that has been absent for more than 10% of the school year.
5. Any student with two (2) or more Level III or five (5) or more Level II office discipline infractions.
 - a. Reports including these items will be reviewed by the team quarterly in addition to referrals.