



ELIZABETHTOWN
INDEPENDENT
SCHOOLS

VVEC P.R.I.D.E. Program

December 11, 2023

P.R.I.D.E. Program



P.R.I.D.E. Program

Valley View Education Center's P.R.I.D.E. Program is a non-traditional, voluntary program creating an alternative for students who may benefit from a non-traditional mode of credit achievement. This program will address the educational needs of students between the ages of 16-20 and allow independent progress toward academic completion of a standard diploma. The curriculum will be performance based. Students will work independently on computers and packets to earn credits toward a diploma with ongoing support/monitoring from program staff.

Strategic Plan Alignment

TEACH FOR LEARNING	PERFECT ALIGNMENT	SCHOOL BASED PROGRAMS (PRE-SCHOOL, AFTER SCHOOL, ALTERNATIVE PROGRAMS)
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TEACH FOR LEARNING		
DAYS	FUTURE-READY LEARNING	OPPORTUNITY AND ACCESS
FOCUS	PERFECT ALIGNMENT	SCHOOL BASED PROGRAMS
KEY IDEAS	CURRICULAR ALIGNMENT, HIGH QUALITY RESOURCES, AND A SYSTEM OF COMMON ASSESSMENTS	PRESCHOOL, AFTER SCHOOL CARE, ELL, AND ALTERNATIVE EDUCATION
WHY IT MATTERS	BY ENSURING PERFECT ALIGNMENT FOR EVERY CLASSROOM, STUDENTS WILL HAVE ACCESS TO A HIGH QUALITY CURRICULUM & INSTRUCTIONAL RESOURCES, WHICH WILL ENHANCE THE LEARNING EXPERIENCE.	BY INCREASING CAPACITY IN SCHOOL BASED PROGRAMS, WE WILL BE ABLE TO MORE CLOSELY TARGET PROGRAMS TO BETTER PERSONALIZE THE LEARNING EXPERIENCE FOR STUDENTS.
SPRING 2023	<ul style="list-style-type: none"> District-wide scheduling alignment around priorities & science of learning that ensures underserved groups have access to high quality teaching Resource selection and the development of a learning compass (Curriculum Map) for all core areas with specific EIS requirements. Development of a Learning Supports Continuum for RtL 	<ul style="list-style-type: none"> Create a vision with a sustainable financial plan for after school learning Determine alternative school options for the future

ENERGIZE PEOPLE		
DAYS	FUTURE-READY LEARNING	OPPORTUNITY AND ACCESS
FOCUS	PROFESSIONAL LEARNING	WELLNESS
KEY IDEAS	PROFESSIONAL LEARNING DAYS, PROFESSIONAL LEARNING COMMUNITIES, INSTRUCTIONAL COACHING AND SUPPORT	NUTRITION (FOOD SERVICES), SAFETY, AND HEALTH SERVICES
WHY IT MATTERS	BY ENGAGING STAFF IN HIGH QUALITY PROFESSIONAL LEARNING, WE WILL INCREASE COLLECTIVE EFFICACY & STUDENTS WILL HAVE A BETTER LEARNING EXPERIENCE.	BY FOCUSING ON INCREASED HEALTH AND WELLNESS, STUDENTS WILL FEEL HEALTHIER, SAFER, INCLUDED, AND MORE FULL FILLED IN THE SCHOOL ENVIRONMENT.
SPRING 2023	<ul style="list-style-type: none"> Develop the 23/24 Professional Learning plan to include PD Days, Early Release, and Planning Days for certified & instructional assistants. Establish quarterly protocols for Special Education PLC's 	<ul style="list-style-type: none"> Develop an advisory team to work monthly with cafe services on food choice Ensure SB 1 Safety Requirements are up-to-code in every EIS building
23-24	<ul style="list-style-type: none"> 1 professional development day of teacher-led learning for TK & EHS Develop and use a PLC protocol with core content teams that supports the implementation and reflection of a guaranteed and viable curriculum. Create space in the school schedule for elementary PLC teams to meet monthly in addition to their school planning period. Leverage instructional coaching for teachers at least monthly Develop and implement a book club plan 	<ul style="list-style-type: none"> Increase healthy food options based on feedback from advisory groups - commit to 25% locally sourced food Solidify long-term nursing and mental health partnerships Commit to annual safety collaborations with first responders
24-25	<ul style="list-style-type: none"> Develop and use a PLC protocol with core content teams to review and reflect on the data from common summative assessments Leverage Title II funds for Core teachers to attend annual conferences Leverage Early Release days as action-research professional learning with teacher choice. Utilize Title II funds for Panther Prowls - the expectation that teachers will have the opportunity to visit other teachers classrooms. 	<ul style="list-style-type: none"> Implement a SRO on every school campus in EIS Implement a new vision for the alternative schools and RtB Reenvision and implement a plan to update the cafeterias in each school, including the design of food lines Develop indicators for measuring wellness based on the WSSC model and pilot a wellness plan with EHS athletes

Why P.R.I.D.E.?

Alternative education programs and dropout prevention initiatives are essential to address the diverse needs of students who may be at risk of disengaging from traditional educational pathways.

Alternative education programs cater to students facing challenges such as learning disabilities, behavioral issues, or socio-economic disparities, providing them with tailored approaches that better suit their individual learning styles.

These programs often result in improved academic outcomes, with a significant reduction in dropout rates among participants.

In a study by Dynarski et al. (2008), dropout prevention programs, which include targeted interventions like mentoring and academic support, have demonstrated notable success in mitigating risk factors associated with dropout rates. The study highlights that students participating in these programs are more likely to graduate high school, leading to improved long-term outcomes in terms of employment and overall well-being.

Data from the National Center for Education Statistics (NCES) further supports this claim, indicating a positive correlation between dropout prevention initiatives and increased high school graduation rates across various demographic groups.

Alternative Education Dropout Prevention Program

2019-2022: Extended Learning Procedures

- Students in grades 11-12 could apply (9-10 grade could apply depending on situation)
- Students expected to:
 - Attend school 2-3 days per week from 9-2
 - Complete coursework at home
 - Complete 3.5 credits per semester
 - Provide own transportation
- Students could not:
 - Participate in graduation ceremonies with EHS
 - Earn work-based credit

Previous Actions

2022-23: Performance Based at VV

- Only 4th year students could participate
- Students expected to:
 - Attend school every day from 8:15-3:15
 - Complete coursework in the classroom
 - Complete credits required for graduation
- Students could participate in senior activities on a case by case basis

P.R.I.D.E. Program 2023-24

Personalized Recovery Instruction and Diversified Education

- 4th year students allowed to apply
- Students expected to:
 - Attend school every day from 8:15-3:15
 - Complete coursework in the classroom
 - Complete at minimum 2.5 credits per trimester
 - Transportation is provided/Students can drive
- Students may participate in graduation ceremonies at EHS
 - May not participate in any other senior activities
- Targeting students most at-risk for dropout or extenuating circumstances



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Performance Based Learning

School Year	# of Students Successful in Performance Based Program	# of Students in Performance Based Program	Performance Based Program Success Rate
19-20	6	18	33%
20-21	8	30	27%
21-22	5	26	19%
22-23	7	11	64%
23-24 (1st Year of PRIDE)	13	13*	100%

*3 new students added within the last week