

Volusia County Schools

Pine Ridge High School



2019-20 Schoolwide Improvement Plan

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Pine Ridge High School

926 HOWLAND BLVD, Deltona, FL 32738

<http://myvolusiaschools.org/school/pineridge/pages/default.aspx>

Demographics

Principal: William Ryser, Jr.

Start Date for this Principal: 6/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (49%) 2016-17: C (50%) 2015-16: C (47%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Panthers will graduate high school in 4 years or less with a diploma in one hand and a plan for a successful personal future in the other.

Provide the school's vision statement.

Through creative approaches we commit ourselves to nurture mutual respect, personal responsibility and individual growth, thereby fostering lifelong success for our students.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Boyles, Lynn	Instructional Technology	Support teachers in application and implementation of tech applications.
Filipek, Laura	Teacher, K-12	Monitor lowest quartile students and facilitate before and after school tutoring for selected LQ students.
Gilbert, Jessica	School Counselor	Lead counseling team to monitor student progression and placement
Gowen, Linda	Teacher, K-12	Lead science instructors in professional learning and data discussion.
Hampshire, Jennifer	Teacher, ESE	Support ESE teachers to provide proper interventions and accommodations for ESE students.
Johnson, Quetera	Instructional Coach	Support math instruction with classroom observations, completing coaching cycles, and data tracking.
Schicker, Kyle	Assistant Principal	Engage teachers with applicable, best practice, and research based professional learning.
Selesky, Cheryl	Assistant Principal	Support ESE teachers to provide proper interventions and accommodations for ESE students.
Nehrig, Paul	Principal	Facilitate mission and vision of the school.
Williamson, Judy	Teacher, K-12	Lead social studies instructors in professional learning and data discussion.
Banks, Vicki	Assistant Principal	Lead graduation assurance team, ensure master schedule is accommodating and appropriate for student population.
Cange, Madsen	Assistant Principal	Provide a safe and secure facility for students and faculty. By way of implementing behavior programs and security audits.
Targowski, Andrew	Dean	Enforce behavior programs and implement Social Emotional Learning strategies program
Robinson, Jennifer	Teacher, Career/ Technical	Lead CTE team in PLC discussions focusing on industry certification tracking data for seniors.
Spallone, Marlo	Teacher, K-12	Support AICE teachers, students, and guardians in professional learning, scheduling/coordinating testing and test study sessions for AP and AICE

Name	Title	Job Duties and Responsibilities
Timpson, Edwena	Instructional Coach	Support Reading and ELA instruction with classroom observations, completing coaching cycles, and data tracking.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	493	465	404	382	1744
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	56	50	39	12	157
One or more suspensions	0	0	0	0	0	0	0	0	0	54	68	46	21	189
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	137	127	121	72	457
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	202	162	139	91	594
Two or More Indicators	0	0	0	0	0	0	0	0	0	57	54	45	11	167

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	57	54	45	11	167

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	64	52	43	15	174
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	40	46	28	133

FTE units allocated to school (total number of teacher units)

99

Date this data was collected or last updated

Thursday 9/12/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated**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	94	92	67	59	312
One or more suspensions	0	0	0	0	0	0	0	0	0	138	79	58	41	316
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	49	95	61	210
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	204	162	139	91	596

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	124	99	101	64	388

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	52%	56%	45%	49%	53%
ELA Learning Gains	45%	49%	51%	50%	48%	49%
ELA Lowest 25th Percentile	30%	37%	42%	42%	37%	41%
Math Achievement	39%	48%	51%	47%	50%	49%
Math Learning Gains	45%	49%	48%	32%	42%	44%
Math Lowest 25th Percentile	25%	38%	45%	30%	34%	39%
Science Achievement	73%	76%	68%	75%	72%	65%
Social Studies Achievement	66%	69%	73%	57%	68%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	493 (0)	465 (0)	404 (0)	382 (0)	1744 (0)
Attendance below 90 percent	56 ()	50 ()	39 ()	12 ()	157 (0)
One or more suspensions	54 (0)	68 (0)	46 (0)	21 (0)	189 (0)
Course failure in ELA or Math	137 (0)	127 (0)	121 (0)	72 (0)	457 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Level 1 on statewide assessment	202 (0)	162 (0)	139 (0)	91 (0)	594 (0)
Two or More Indicators	57 (0)	54 (0)	45 (0)	11 (0)	167 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	44%	51%	-7%	55%	-11%
	2018	39%	50%	-11%	53%	-14%
Same Grade Comparison		5%				
Cohort Comparison						
10	2019	42%	50%	-8%	53%	-11%
	2018	40%	49%	-9%	53%	-13%
Same Grade Comparison		2%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	72%	0%	67%	5%
2018	61%	65%	-4%	65%	-4%
Compare		11%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	63%	0%	70%	-7%
2018	57%	63%	-6%	68%	-11%
Compare		6%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	54%	-23%	61%	-30%
2018	23%	57%	-34%	62%	-39%
Compare		8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	55%	-12%	57%	-14%
2018	46%	55%	-9%	56%	-10%
Compare		-3%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	33	22	28	56	33	54	33		71	13
ELL	21	36	37	23	32	6	62	41		65	18
BLK	42	42	28	34	50	31	74	69		77	33
HSP	40	44	32	35	44	19	74	61		80	28
MUL	46	42		33						71	42
WHT	50	46	28	45	43	32	72	70		79	36
FRL	40	42	28	37	45	17	70	61		75	25
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	31	26	30	48	42	49	40		63	21
ELL	12	25	22	24	42		35	37		65	15
BLK	36	42	35	27	37	19	49	44		63	30
HSP	38	38	30	36	45	41	62	53		80	44
MUL	33	30		73	67		54	58		100	43
WHT	47	40	24	53	53	49	70	72		78	43

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	36	37	26	41	47	36	61	54		73	34
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	37	35	28	47	40	46	27		70	14
ELL	15	42	40	42	29		50	32		66	29
BLK	29	41	33	36	31	33	78	59		78	33
HSP	45	52	42	45	31	22	71	51		77	43
MUL	45	28		40				62		69	36
WHT	50	53	46	51	32	34	80	60		78	45
FRL	39	48	43	45	31	31	74	50		70	35

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Last year's lowest performance reporting category was our lowest quartile for math learning gains. The factors that led to this performance were teacher turnover mid year, and training new teachers in their content area and pedagogy. Focus was given to algebra 1b students in the understanding that this would boost this reporting category. After discussion this year, our school has learned that algebra 1b students would not fall in this category nor would they be considered a typical learning gain. This is due to the fact that there is a gap year in testing and are not able to be considered for learning gains or lowest quartile learning gains. Correctly identifying students to implement intervention strategies has been adjusted for this new learning. The school hired a new to instructional coaching math coach last year who now has many more tools to coach teachers in the math department due to frequent district training and support from instruction partners contract.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Last year's greatest decline in reporting categories from the prior year was again our lowest quartile for math learning gains. The factors that led to this performance were teacher turnover mid year, and training new teachers in their content area and pedagogy. Focus was given to algebra 1b students in the understanding that this would boost this reporting category. After discussion this year, our school has learned that algebra 1b students would not fall in this category nor would they be considered a typical learning gain. This is due to the fact that there is a gap year in testing and are not able to be considered for learning gains or lowest quartile learning gains. Correctly identifying students to implement intervention strategies has been adjusted for this new learning. The school hired a new to instructional coaching math coach last year who now has many more tools to coach teachers in the math department due to frequent district training and support from instruction partners contract.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

College and Career Acceleration was 28 points below the state average for the graduating class of 2018. Teacher certification and course offerings led to this gap. Two teachers did not hold the certification for which their course aligned and the industry certification courses were not permitted to be reported. Dual enrollment course enrollments saw a decrease due to on campus availability caused by teacher retention. Course offerings were not consistent with middle school trends and previous offerings to which we could not report on.

Which data component showed the most improvement? What new actions did your school take in this area?

Science achievement showed the most improvement. Science achievement saw a significant increase due to focus in PLCs on intervention strategies. The increase can also be attributed to differentiation strategies provided digitally by district personnel.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Course failure rates for freshmen and sophomores are extremely high, especially if compared to senior class.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math, inclusive of every reporting category there of.
2. Learning gains for the lowest quartile in english language arts.
3. Increasing school climate.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Achievement
Rationale	All reporting categories in math achievement decreased in comparison to prior year and remain significantly below district and state averages.
State the measurable outcome the school plans to achieve	Mathematics achievement will increase from 39% to 49%.
Person responsible for monitoring outcome	Kyle Schicker (kbschick@volusia.k12.fl.us)
Evidence-based Strategy	Standards based instruction will increase math achievement.
Rationale for Evidence-based Strategy	Standards ensure better accountability – holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. Standards based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Expectations for student learning are mapped out with each prescribed standard. Teachers follow standards based instruction to ensure that their students meet the demands targeted. Following a standards-based model for classroom assessment and instruction is an approach teachers use to track student performance and plan focused instruction to meet the specific needs of students. John Hattie's research shows that teacher clarity has an effect size of .75.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional learning on implementing a standards focus board school wide. 2. Common planning periods scheduled to ensure weekly PLC meetings that delve into teachers understanding standards. 3. Common formative assessments are developed by teachers and are used in like courses 3. Department meeting used to calibrate teachers on the IPG and its practical use in planning 4. Professional learning on intervention strategies that keep rigor of standard (do not water down) 5. Review students with disabilities and english language learners data to adjust class placement 6. Implement MathSpace and math nation for double block and Alg 1-B students, majorly the SWD and ELL students 7. Administer district assessments to track progress specifically of SWD and ELL students. 8. Conduct quarterly progress monitoring meetings with teachers focused on lower quartile students and strategies to implement 9. Conduct learning walks with teachers, coaches, and administration during instruction 10. Create coaching cycles to support teacher growth in lesson planning.

11. Facilitate before school and after school tutoring for students identified in the lowest quartile.

Person Responsible Kyle Schicker (kbschick@volusia.k12.fl.us)

#2	
Title	Lowest Quartile Learning Gains in ELA
Rationale	Lowest quartile learning gains in English language arts is significantly below district and state averages. This cell is in "F" status. This cell is also a top indicator for priority subgroups, students with disabilities and English language learners.
State the measurable outcome the school plans to achieve	Lowest quartile learning gains in english language arts will increase from 30% to 42%.
Person responsible for monitoring outcome	Kyle Schicker (kbschick@volusia.k12.fl.us)
Evidence-based Strategy	Standards aligned instruction will increase lowest quartile learning gains in English language arts.
Rationale for Evidence-based Strategy	Standards ensure better accountability – holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. Standards based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Expectations for student learning are mapped out with each prescribed standard. Teachers follow standards based instruction to ensure that their students meet the demands targeted. Following a standards-based model for classroom assessment and instruction is an approach teachers use to track student performance and plan focused instruction to meet the specific needs of students. John Hattie's research shows that teacher clarity has an effect size of .75.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional learning on implementing a standards focus board school wide. 2. Common planning periods scheduled to ensure weekly PLC meetings that delve into teachers understanding standards. 3. Common formative assessments are developed by teachers and are used in like courses 3. Department meeting used to calibrate teachers on the IPG and its practical use in planning 4. Professional learning on intervention strategies that keep rigor of standard (do not water down) 5. Review students with disabilities and English language learners data to adjust class placement 6. Implement read 180 for tier 3 reading students, majorly the SWD and ELL students 7. Administer district assessments to track progress specifically of SWD and ELL students. 8. Conduct quarterly progress monitoring meetings with teachers focused on lower quartile students and strategies to implement 9. Conduct learning walks with teachers, coaches, and administration during instruction 10. Create coaching cycles to support teacher growth in lesson planning. 11. Facilitate before school and after school tutoring for students identified in the lowest

quartile.

12. Implement school wide tier 2 intervention, office hours

Person Responsible Kyle Schicker (kbschick@volusia.k12.fl.us)

#3

Title Social Emotional Learning

Rationale Level 1 referral rates have increased over three year period, while enrollment has remained stagnant.

State the measurable outcome the school plans to achieve Level 1 referral rates in the classroom environment will decrease.

Person responsible for monitoring outcome Paul Nehrig (pmnehrig@volusia.k12.fl.us)

Evidence-based Strategy Social emotional learning

Rationale for Evidence-based Strategy According to a 2011 meta-analysis of 213 studies involving more than 270,000 students, those who participated in evidence-based SEL programs showed an 11% point gain in academic achievement.

Action Step

Description

1. Provide multiple professional learning opportunities on social emotional learning
2. Monitor classroom interactions with administration walk throughs
3. Track referral reporting and conference with teachers with excessive reports

Person Responsible Paul Nehrig (pmnehrig@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Decreasing lower level referral rates in the classroom environment, through the work of Social Emotional Learning professional learning.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school initiates several school wide initiatives to promote community partnerships. We have a committed SAC committee that helps us creatively design programs that promote parental involvement. Our guidance department regularly meets with parents to educate them on programs and resources

available to our students and families including college and careers. Each academy has their own parent boards that involves local business to help students transition into the workplace and provides our students with experiences and internships. We host a college and career fair along with a health fair for our community to attend. We promote events that include our feeder elementary and middle school students and faculty. This year we are also hiring a parent liaison to work with parents individually regarding our school resources that are available to students.

PFEP Link

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

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.

Each one of our students is assigned a school counselor to which teachers and other staff members can contact for any concern that social-emotional needs are not being met. District crisis management teams are available for implementation for students where concern of harm is plausible. This team will meet together to develop an action plan to ensure the well being of the child.

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

Our school visits feeder middle schools during to introduce them to our programs and resources they can expect in their transition. Only freshmen are permitted on the first day of school, to ensure their comfort in traveling through the school and the environment without having to navigate through a large population of students. Academy directors facilitate internships and externships through business partner relationships. AVID supports students in locating a post secondary school that is appropriate for individual aspirations, along with scholarship resources to fund their post secondary education.

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.

Instructional coaches are experts in their subject and also master teachers. Utilizing the coaches as an instructional resource provides leadership with a compass on what is occurring in the classroom and the ability to recommend and facilitate professional learning to see student achievement increase. The instructional coaches are also available to provide guidance on curriculum decisions for supplemental resources. These recommendations are then brought to the district support personnel to give more perspective on effectiveness of resources from a practical and data driven stance.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

School based career academies and programs have developed business partnerships that bring the industry into the classroom through guest speaker visits. These visits introduce career awareness at earlier grades while in the later grades, students are placed into internship programs with the business partners that give students an out of classroom experience. Pine Ridge High School is an AVID site and with that accreditation, students research multiple college tracks and programs. These students also research the financial demand that accompanies college and how to apply for scholarships.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Math Achievement	\$0.00
2	III.A.	Areas of Focus: Lowest Quartile Learning Gains in ELA	\$0.00
3	III.A.	Areas of Focus: Social Emotional Learning	\$0.00
Total:			\$0.00