

Collier County Public Schools

Palmetto Ridge High School



2021-22 Schoolwide Improvement Plan

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Palmetto Ridge High School

1655 VICTORY LN, Naples, FL 34120

<https://www.collierschools.com/prh>

Demographics

Principal: Tobin Walcott

Start Date for this Principal: 7/1/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2020-21 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (66%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Collier 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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1655 VICTORY LN, Naples, FL 34120

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is student development. We will graduate all students on time by releasing their intellectual capacity, affirming their right to learn, and cultivating citizens of honorable character.

Provide the school's vision statement.

We will be an organization dedicated to producing successive generations of citizens prepared to constructively participate in the society of their time.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Walcott, Tobin	Principal	Responsible for all aspects of Palmetto Ridge High school to include but not limited to: Safety/Security, Facilities, Scheduling, Athletics, Hiring personnel, Retention of staff, Improving graduation rate, Improving school grade, Rigorous instruction, Parent engagement/involvement, and community involvement.
Chouinard, Daniel	Assistant Principal	The assistant principal assists the principal in providing the leadership and support for the SIP process, regularly attends meetings to support the process, as well as identifies the needs of the team and communicates with school stakeholders about the SIP.
Durik, Michal	Assistant Principal	The assistant principal assists the principal in providing the leadership and support for the SIP process, regularly attends meetings to support the process, as well as identifies the needs of the team and communicates with school stakeholders about the SIP.
Costello, Lanajean	Assistant Principal	The assistant principal assists the principal in providing the leadership and support for the SIP process, regularly attends meetings to support the process, as well as identifies the needs of the team and communicates with school stakeholders about the SIP.
Williams, Belynda	Assistant Principal	The assistant principal assists the principal in providing the leadership and support for the SIP process, regularly attends meetings to support the process, as well as identifies the needs of the team and communicates with school stakeholders about the SIP.
Schaefer, Emily	Assistant Principal	The assistant principal assists the principal in providing the leadership and support for the SIP process, regularly attends meetings to support the process, as well as identifies the needs of the team and communicates with school stakeholders about the SIP.

Demographic Information

Principal start date

Thursday 7/1/2021, Tobin Walcott

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

102

Total number of students enrolled at the school

2,271

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data**Early Warning Systems****2021-22****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	619	577	544	530	2270
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	188	268	205	208	869
One or more suspensions	0	0	0	0	0	0	0	0	0	10	14	7	7	38
Course failure in ELA	0	0	0	0	0	0	0	0	0	13	119	122	67	321
Course failure in Math	0	0	0	0	0	0	0	0	0	46	104	95	100	345
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	122	129	135	110	496
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	85	69	62	44	260
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	70	174	149	135	528

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	4	1	0	1	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	539	549	567	489	2144
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	48	23	46	34	151
One or more suspensions	0	0	0	0	0	0	0	0	0	79	76	74	41	270
Course failure in ELA	0	0	0	0	0	0	0	0	0	34	50	83	84	251
Course failure in Math	0	0	0	0	0	0	0	0	0	60	70	85	86	301
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	109	105	118	60	392
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	60	70	85	86	301

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	78	77	100	70	325

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	0	0	34	6	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	4	1	6

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	539	549	567	489	2144
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	48	23	46	34	151
One or more suspensions	0	0	0	0	0	0	0	0	0	79	76	74	41	270
Course failure in ELA	0	0	0	0	0	0	0	0	0	34	50	83	84	251
Course failure in Math	0	0	0	0	0	0	0	0	0	60	70	85	86	301
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	109	105	118	60	392
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	60	70	85	86	301

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	78	77	100	70	325

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	0	0	34	6	40	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	4	1	6

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

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	59%	56%	63%	62%	56%
ELA Learning Gains				50%	52%	51%	58%	57%	53%
ELA Lowest 25th Percentile				42%	41%	42%	42%	46%	44%
Math Achievement				58%	58%	51%	64%	63%	51%
Math Learning Gains				54%	44%	48%	57%	56%	48%
Math Lowest 25th Percentile				56%	46%	45%	50%	50%	45%
Science Achievement				75%	72%	68%	90%	70%	67%
Social Studies Achievement				70%	76%	73%	74%	76%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	54%	56%	-2%	55%	-1%
Cohort Comparison						
10	2021					
	2019	55%	53%	2%	53%	2%
Cohort Comparison		-54%				

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
2021					
2019	75%	68%	7%	67%	8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	68%	72%	-4%	70%	-2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	42%	67%	-25%	61%	-19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	59%	5%	57%	7%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Quarterly benchmark tests

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	58	53
	Economically Disadvantaged	42	54	44
	Students With Disabilities	25	30	15
	English Language Learners	26	22	22
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	55	61
	Economically Disadvantaged	43	46	53
	Students With Disabilities	27	25	38
	English Language Learners	41	47	39
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	84	89	88
	Economically Disadvantaged	77	86	90
	Students With Disabilities	100	100	100
	English Language Learners	100	100	50
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	45	29
	Economically Disadvantaged	34	39	25
	Students With Disabilities	22	28	11
	English Language Learners	15	11	4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	34	35
	Economically Disadvantaged	32	29	35
	Students With Disabilities	28	26	24
	English Language Learners	44	36	30
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	59	52
	Economically Disadvantaged	60	55	46
	Students With Disabilities	46	46	34
	English Language Learners	33	7	8
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	81	85	78
	Economically Disadvantaged	76	83	81
	Students With Disabilities	40	80	60
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	100	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	31	34
	Economically Disadvantaged	28	28	33
	Students With Disabilities	7	9	14
	English Language Learners	43	58	54
	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	41	38
Biology	Economically Disadvantaged	43	37	31
	Students With Disabilities	23	18	23
	English Language Learners	27	20	29
	Number/% Proficiency	Fall	Winter	Spring
	All Students	67	68	71
	Economically Disadvantaged	64	64	69
US History	Students With Disabilities	46	40	44
	English Language Learners	46	39	33
	Number/% Proficiency	Fall	Winter	Spring
	All Students	67	68	71
	Economically Disadvantaged	64	64	69
	Students With Disabilities	46	40	44
	English Language Learners	46	39	33

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	50	N/A
	Economically Disadvantaged	N/A	100	N/A
	Students With Disabilities	N/A	50	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	29	50
	Economically Disadvantaged	25	20	40
	Students With Disabilities	0	25	0
	English Language Learners	0	N/A	100
	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	100	100
Biology	Economically Disadvantaged	N/A	100	100
	Students With Disabilities	N/A	100	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	57	50
	Economically Disadvantaged	50	40	67
US History	Students With Disabilities	0	67	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	57	50
	Economically Disadvantaged	50	40	67
	Students With Disabilities	0	67	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	37	37	23	30	25	40	40		83	38
ELL	24	44	36	29	39	38	39	23		96	57
ASN	70										
BLK	55	53	43	35	33	37	62	63		98	57
HSP	47	43	34	40	38	28	62	55		96	73

2021 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 2019-20	C & C Accel 2019-20
MUL	48	36		29	29		54			89	59
WHT	58	51	48	52	41	38	78	73		94	70
FRL	46	45	37	38	35	30	60	56		92	63
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	23	39	35	28	51	48	46	47		94	40
ELL	29	46	35	33	48	28	46	35		88	55
AMI	45	55		30			80			100	88
BLK	55	44	25	45	49	50	64	62		100	59
HSP	53	49	42	57	54	54	73	70		97	64
MUL	64	50		53	60		77	86		100	91
WHT	60	53	46	65	54	62	79	72		97	70
FRL	48	42	36	52	53	50	69	63		96	61
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	31	48	39	42	46	31	76	40		95	28
ELL	17	42	36	38	29	38		25		69	73
AMI	24	41		35	42			82			
ASN										100	58
BLK	62	59	43	57	54	50	91	59		95	60
HSP	59	56	42	59	54	52	90	70		93	71
MUL	70	52		66	60		100	80			
WHT	68	60	43	73	62	48	90	80		97	67
FRL	55	55	41	57	53	49	91	66		93	61

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	588
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	54
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	51
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	49
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	
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	60
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All core content areas and subgroups displayed a downward trend from 2019. This was evidenced by progress monitoring and state testing data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Algebra 1 proficiency more specifically the lowest 25% dropped 25 percentage points. Algebra 1 was down 18 percentage points. Geometry also dropped 14 percentage points. Overall math is the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The lack of student attendance in the classroom had the greatest impact on math scores. The school district has added a math coach to help monitor and place students into classes that better fit their needs along with small group instruction for those students falling behind. In combination we also have increased the number of instructors to allow us the freedom to better serve our neediest students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In geometry we were able to maintain our level of 4's & 5's compared to all other core content areas which decreased by a minimum of 5 percentage points or more.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The use of Reveal in the curriculum allowed the instructors to teacher at the individualized level for the student both in school and virtually. We will increase the use through monitoring for the 2021-22 school year for our students in both Reveal and Aleks for our math students.

What strategies will need to be implemented in order to accelerate learning?

Implementing more small group instruction, continuing common assessments across all core contents, focused PLC work in content areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

District provided content area professional development is going increased this to provide a more focused approach to make PD meaningful for teachers. In conjunction with this change will be the focused school based administrator monitoring of data points through common assessments.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Tutoring to be provided for students virtually through CANVAS for all content areas. This service is led by our National Honor Society members and each group is overseen by a content teacher. The implementation of Connect for Success will increase the students sense of belonging which will increase achievement in the classroom through teacher efficacy.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Algebra 1 proficiency more specifically the lowest 25% dropped 25 percentage points. Algebra 1 was down 18 percentage points. Geometry also dropped 14 percentage points. Overall math is the greatest need for improvement.

Measurable Outcome: Math proficiency will increase by 15 percentage points from FY21 to FY 22 on Algebra 1 and Geometry EOC scores. Specifically Algebra 1 proficiency will increase 20 percentage points from FY 21 to FY 22.

Monitoring: This will be monitored through quarterly data dialogues, quarter benchmarks, weekly FOCUS, bi-weekly common assessments. Math coach will pull Aleks reports, Reveal reports and will work with administrators on focused PLC's with the administration on a monthly basis.

Person responsible for monitoring outcome: Daniel Chouinard (choud@collierschools.com)

Evidence-based Strategy: The implementation and use of Aleks and Reveal in the math classrooms along with focused PLC work with the math coach and administration.

Rationale for Evidence-based Strategy: Criteria used to make this determination included prior years assessments results. Among the resources to be utilized for the strategy are the incorporation of a math coach in Geometry and Algebra.

Action Steps to Implement

1. Provide professional development on Aleks and Reveal.
2. Establish a system to monitor Aleks, Reveal and PLC documentation on a monthly basis through math coach and administration.
3. Provide interventions as necessary at the teacher level by administration.

Person Responsible: Daniel Chouinard (choud@collierschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA 10th grade dropped 6 percentage points (level 3 or higher) from school year 2019 to 2021. We will emphasize the current gains in the lowest 25% to keep the growth in this subject area.
Measurable Outcome:	Our measurable goal for ELA for 2022 is a total of 56% proficiency of a 3 or higher on the FSA which is an increase of 4 percentage points.
Monitoring:	This area is monitored through quarterly benchmarks, weekly FOCUS reports and Read 180 monthly reports through literacy coach.
Person responsible for monitoring outcome:	Lanajean Costello (costel@collierschools.com)
Evidence-based Strategy:	The implementation and use of Read 180 and System 44 in the ELA classrooms along with focused PLC work with the literacy coach and administration.
Rationale for Evidence-based Strategy:	Criteria used to make this determination included prior years assessments results. Among the resources to be utilized for the strategy are the incorporation of a literacy coach with focused pull in the classrooms.
Action Steps to Implement	
<ol style="list-style-type: none"> 1. Provide professional development on the implementation and use of Read 180. 2. Establish a system to monitor Read 180, system 44 and monthly PLC's through the literacy coach and administration. 3. Provide interventions as necessary at the teacher level by administration. 	
Person Responsible	Tobin Walcott (walcotto@collierschools.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	When comparing FY 2021 Biology scores to FY2019 we decreased by 8 percentage points.
Measurable Outcome:	We are going to increase Biology EOC proficiency from 67% in FY 2021 to our goal of 75% in FY 2022.
Monitoring:	This area will be monitored through USA Test Prep monthly, Common assessments pulled bi-weekly and FOCUS reports pulled weekly.
Person responsible for monitoring outcome:	Emily Schaefer (schae1@collierschools.com)
Evidence-based Strategy:	Through the use of US Test prep and focus PLC work with the addition of a science certified administrator over seeing the work done in the PLC's.
Rationale for Evidence-based Strategy:	Criteria used to make this determination included prior years assessment results. Among the resources to be utilized for the strategy are the incorporation of the science certified administrator.

Action Steps to Implement

1. Provide professional development on US Test Prep.
2. Establish a system to monitor USA Test Prep and monthly PLC documentation.
3. Provide interventions a the teacher level as necessary by administration.

Person Responsible Emily Schaefer (schae1@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The student use of vapes on campus is our area of greatest concern. The education on the dangers of vaping is done through our HOPE classes along with the district/state provided informational posters. Additional monitoring is done through the hiring of extra safety personnel.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The culture of the school is one of support for our students, teachers, and families. With the Social Emotional Learning will continue to support not only self-care, but foster safety and belonging to the school community. The added district initiative of Connect for Success and the creation of a school culture committee will continue to build and support the school motto of -"one school, one family".

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students, parents, teachers, administration and community through the use of SAC.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
			0493 - Palmetto Ridge High School				\$0.00
			0493 - Palmetto Ridge High School				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
			0493 - Palmetto Ridge High School				\$0.00
			0493 - Palmetto Ridge High School				\$0.00
			0493 - Palmetto Ridge High School				\$0.00

			0493 - Palmetto Ridge High School			\$0.00
			0493 - Palmetto Ridge High School			\$0.00
			0493 - Palmetto Ridge High School			\$0.00
			0493 - Palmetto Ridge High School			\$0.00
			0493 - Palmetto Ridge High School			\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
Total:						\$0.00