Pine Ridge High School

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 7/1/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* 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%)
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	
* 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.](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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Panthers will graduate high school in 4 years or less with a diploma in one hand and a plan for a successful 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Banks, Vicki	Assistant Principal	Build and maintain master schedule. Oversee school counseling program. Instructional leader for social studies courses.
Boyles, Lynn	Instructional Technology	Provide teachers support, professional learning, and resources in digital learning technologies.
Cange, Madsen	Assistant Principal	Oversee school culture initiatives and improvement. Instructional leader for elective courses and athletics.
Carroll, Traci	Teacher, K-12	Department head of ELA courses.
Conlan, Loren	Other	Provides resources and professional learning to career and technical education teachers. Manages testing program for state, national, and international assessments.
Crespo, Jason	Teacher, K-12	School AVID coordinator, responsible for implementing AVID systems and providing professional learning to faculty to initiate AVID systems.
Hackey, Christina	Instructional Media	Manages physical and digital collections of the library and media resource.
Hampshire, Jennifer	Teacher, ESE	Department head for ESE courses
King, Donna	Teacher, K-12	Department head for science courses.
Mayr, Rosemary	Math Coach	Department head for math courses and provides math teachers with professional learning, resources, and support.
Nehrig, Paul	Principal	Instructional leader of the school.
Piontkowski, Jill	Science Coach	Provides professional learning, resources, and support for science teachers.
Schicker, Kyle	Assistant Principal	Instructional leader for mathematics teachers. Oversees school improvement action steps.
Selesky, Cheryl	Assistant Principal	Instructional leader for science teachers. Oversees students with disabilities supports.
Spallone, Marlo	Teacher, K-12	Supports AICE program at Pine Ridge High School.

Name	Position Title	Job Duties and Responsibilities
Targowski, Andrew	Dean	Supports the cultural improvement of the school.
Timpson, Edwena	Instructional Coach	Provides professional learning to all teachers, specific focus on ELA courses to increase literacy through the school.
Williamson, Judy	Teacher, K-12	Department head for social studies courses.
Sterrett-Pegg, Judy	Reading Coach	Provide support and resources to teachers in literacy strategies. Mrs. Sterrett-Pegg also assumes the leadership of the reading team as department chair.
Taylor-Mearhoff, Cheryl	School Counselor	Dr. Taylor leads the counseling staff as the counseling program director. Her role is to support counselors ensuring that students have a safe/secure environment to learn, students are placed in appropriate course work, and that our students are aware of opportunities after high school.

Demographic Information

Principal start date
Monday 7/1/2019, William Ryser, Jr.

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.*

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.*

Total number of teacher positions allocated to the school
105

Total number of students enrolled at the school
1,705

Identify the number of instructional staff who left the school during the 2020-21 school year.
25

Identify the number of instructional staff who joined the school during the 2021-22 school year.
33

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	513	432	394	366	1705
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	54	71	57	49	231
One or more suspensions	0	0	0	0	0	0	0	0	0	67	42	25	17	151
Course failure in ELA	0	0	0	0	0	0	0	0	0	56	81	66	24	227
Course failure in Math	0	0	0	0	0	0	0	0	0	65	122	59	62	308
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	146	157	114	94	511
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	155	115	86	41	397
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	67	50	6	2	125

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	87	137	86	51	361

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	72	78	37	4	191
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	48	25	5	99

Date this data was collected or last updated

Wednesday 8/18/2021

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	380	365	326	275	1346
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	23	45	30	15	113
Course failure in Math	0	0	0	0	0	0	0	0	0	27	93	54	36	210
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	112	98	89	62	361
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	111	92	49	38	290

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	87	103	56	37	283

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	35	44	29	5	113
Students retained two or more times	0	0	0	0	0	0	0	0	0	25	25	25	10	85

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	380	365	326	275	1346
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	150	156	129	121	556
One or more suspensions	0	0	0	0	0	0	0	0	0	43	41	33	16	133
Course failure in ELA	0	0	0	0	0	0	0	0	0	23	45	30	15	113
Course failure in Math	0	0	0	0	0	0	0	0	0	27	93	54	36	210
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	112	98	89	62	361
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	111	92	49	38	290

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	87	103	56	37	283

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	35	44	29	5	113
Students retained two or more times	0	0	0	0	0	0	0	0	0	25	25	25	10	85

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				44%	52%	56%	42%	51%	56%
ELA Learning Gains				45%	49%	51%	39%	47%	53%
ELA Lowest 25th Percentile				30%	37%	42%	29%	37%	44%
Math Achievement				39%	48%	51%	44%	49%	51%
Math Learning Gains				45%	49%	48%	49%	50%	48%
Math Lowest 25th Percentile				25%	38%	45%	40%	44%	45%
Science Achievement				73%	76%	68%	64%	71%	67%
Social Studies Achievement				66%	69%	73%	60%	66%	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	44%	51%	-7%	55%	-11%
Cohort Comparison						
10	2021					
	2019	42%	50%	-8%	53%	-11%
Cohort Comparison		-44%				

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	72%	72%	0%	67%	5%

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	63%	63%	0%	70%	-7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	54%	-23%	61%	-30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	55%	-12%	57%	-14%

Grade Level Data Review - Progress Monitoring Assessments

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

All grade level progress monitoring tools include SMT, DIA, VLT, and AOS district tests.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	590/36	632/43	342/21
	Economically Disadvantaged	417/31	452/39	238/16
	Students With Disabilities	123/15	132/21	71/4
	English Language Learners	55/16	67/27	38/9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	416/4	416/6	184/0
	Economically Disadvantaged	313/3	300/4	148/0
	Students With Disabilities	102/1	96/5	52/0
	English Language Learners	47/6	39/3	22/0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	338/58	245/69	233/77
	Economically Disadvantaged	214/53	149/60	142/72
	Students With Disabilities	17/41	12/75	13/69
	English Language Learners	6/100	4/75	4/75
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/50	2/50	1/0
	Economically Disadvantaged	2/50	2/50	1/0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	505/30	275/21	529/33
	Economically Disadvantaged	363/28	198/16	375/29
	Students With Disabilities	93/15	49/4	86/17
	English Language Learners	51/20	33/12	54/19
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	89/2	170/9	5/0
	Economically Disadvantaged	70/3	133/7	5/0
	Students With Disabilities	9/0	14/14	2/0
	English Language Learners	15/0	22/0	2/0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	532/38	311/42	339/58
	Economically Disadvantaged	400/34	231/36	254/52
	Students With Disabilities	130/18	61/16	78/32
	English Language Learners	67/28	41/27	45/42
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/57	27/81	16/56
	Economically Disadvantaged	11/55	19/84	11/55
	Students With Disabilities	5/0	4/0	3/0
	English Language Learners	0/0	0/0	0/0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	188/41	230/40	3/0
	Economically Disadvantaged	142/38	178/39	3/0
	Students With Disabilities	42/29	50/24	0/0
	English Language Learners	13/38	19/11	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	63/3	107/7	4/0
	Economically Disadvantaged	54/4	95/6	4/0
	Students With Disabilities	18/0	27/4	1/0
	English Language Learners	6/0	11/33	0/0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	1680/22	96/26	111/50
	Economically Disadvantaged	142/21	84/27	97/54
	Students With Disabilities	76/18	42/26	47/40
	English Language Learners	31/3	19/21	22/45
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	366/59	596/60	372/48
	Economically Disadvantaged	287/54	472/57	292/43
	Students With Disabilities	75/39	124/38	80/33
	English Language Learners	28/21	55/40	38/34

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	176/55	146/62	2/50
	Economically Disadvantaged	117/51	92/59	0/0
	Students With Disabilities	27/56	26/46	0/0
	English Language Learners	28/54	26/50	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42/2	55/0	0/0
	Economically Disadvantaged	32/0	38/0	0/0
	Students With Disabilities	14/0	15/0	0/0
	English Language Learners	14/7	16/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	17/18	11/36	11/45
	Economically Disadvantaged	13/23	9/44	9/44
	Students With Disabilities	0/0	1/100	2/50
	English Language Learners	8/13	5/60	3/33
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	4/75	12/75	8/50
	Economically Disadvantaged	3/67	6/100	6/27
	Students With Disabilities	0/0	0/0	2/50
	English Language Learners	0/0	0/0	0/0

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	18	33	31	11	24	30	55	53		78	17
ELL	15	40	46	11	35	48	53	43		98	23
BLK	28	37	39	11	10	11	55	51		91	29
HSP	36	48	45	19	28	32	69	56		95	28
MUL	33			33	42						

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
WHT	49	47	24	24	25	24	76	72		86	37
FRL	34	42	36	18	22	22	67	61		88	29

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
FRL	36	37	26	41	47	36	61	54		73	34

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	11
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35

Students With Disabilities	
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	42
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	
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	46
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	42
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?

Math achievement has fallen over a three year period. Suspensions have gone down in nearly all grade levels. Attendance increase significantly for all grade levels from prior year. The number of retained students has decreased across all grade levels. Course failure in math and ELA are greater amongst 9th and 10th grade when compared to upperclassmen over a two year review. African American students had a huge loss in math learning gains, double the school's drop from the year prior. Students with disabilities maintained achievement and learning gains. Students with disabilities saw a large increase in the lowest quartile, increasing by nine points. Graduation rates have increased over a three year trend. Beginning at 79 and now reaching 93 for the 2021 graduating cohort. Acceleration rates have increased for the 2021 cohort drastically in comparison to prior years, increasing by over 50 points from prior year.

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

Math achievement shows the highest need for improvement as it is the lowest reporting category and a 19 point loss from the prior reporting year was incurred. Pine Ridge math learning gains also saw a large loss of 21 points, bringing the percent of students to achieve a learning gain in math to 24%.

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

A few contributing factors that lead to the substantial loss in math achievement were personnel changes/vacancies, rescheduling, student attendance, and loss of title 1 resources. This school year, Pine Ridge High School has taken action in recruiting qualified, certified instructors. Pine Ridge is increasing the efforts toward retaining these instructors with a high quality school based teacher induction program, inclusive of a mentor-mentee system. With the reinstatement of Pine Ridge's title 1 status, a math coach has been placed on staff along with a math intervention teacher and a parent liaison. The liaison will assist in Pine Ridge's increase of student attendance via parent awareness on the impact student attendance has on student learning.

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

Pine Ridge High School's graduation rate showed the most improvement, with an increase of 11 points. This gains has made Pine Ridge High School even with the district average and goal of 90 points.

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

The contributing factors that lead to an increase of eleven points for Pine Ridge High School were counselor data tracking, testing preparation/boot camps, and course remediation. For the 2020-21 graduating class, students were monitored from day one if they were considered moderate in-risk of graduation or higher. These students met with their school counselors to review action plans that included course remediation and registering for test preparation boot camps for assessments like the SAT and the ACT to earn concordance for algebra EOC or FSA ELA.

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

Strategies that Pine Ridge High School will need to implement in order to accelerate learning include progress monitoring, action planning, accountable talk, professional learning opportunities to support teachers and leaders, and the successful use of resources. To support the acceleration of learning Pine Ridge is increasing student use of khan academy in math and ELA courses. This use will engage them in the curriculum while preparing them for college level assessments like the SAT and ACT that could be used for concordant test scores for the Algebra EOC and/or the FSA Grade 10 ELA.

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.

This school year, Pine Ridge High School will be providing professional learning opportunities to the faculty that will increase efficiency of PLCs, increase teacher understanding of how to maximize teacher clarity, promote social emotional learning environments, and increase depth of questioning/ more purposeful checks for understanding.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include actionable feedback to teachers collected from administrative and coach walkthroughs, survey data from all stakeholders, and continual focus on resource alignment with need.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Mathematics achievement decreased by nineteen points making it the lowest reporting category for the school and lower than the district average.
Measurable Outcome:	Mathematics achievement will increase from twenty points to forty seven points in the 2021-22 reporting school year.
Monitoring:	The mathematics achievement will be monitored for the desired increase through progress monitoring assessments provided by the district. Data analysis on individual standard achievement will be indicative of goal progress.
Person responsible for monitoring outcome:	Rosemary Mayr (rmayr@volusia.k12.fl.us)
Evidence-based Strategy:	Our evidence-based strategy is Teacher Clarity. We will monitor it through frequent walkthroughs by school-based administrations, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.
Rationale for Evidence-based Strategy:	Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 0.75, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity. John Hattie describes teacher clarity and excellent teachers as those who: -Have appropriately high expectations. -Share their notions of success criteria with their students. -Ensure that there is constructive alignment between the lesson, the task, and the assignment. -Ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students; and -Provide welcome feedback about where to move to next.

Action Steps to Implement

Utilizing state testing data and district progress monitoring data to place students appropriately.

Person Responsible	Vicki Banks (vdbanks1@volusia.k12.fl.us)

Assigning prep loads to teachers based upon teacher strengths, identified by past years' data (state, district assessments and coach/administrative observations).

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

Continually monitor application of common classroom board to include learning targets, standard, success criteria, and key vocabulary.

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

Academic coaching cycles to support new algebra and geometry teachers.

Person Responsible	Rosemary Mayr (rmayr@volusia.k12.fl.us)

Weekly PLC team meetings with focus agendas on learning targets/Success criteria for the current week and next week.

Person Responsible Rosemary Mayr (rmayr@volusia.k12.fl.us)

Design master schedule to allow PLCs to meet at least weekly.

Person Responsible Vicki Banks (vdbanks1@volusia.k12.fl.us)

Develop and administer standards-aligned common assessments in algebra 1 and geometry classes.

Person Responsible Rosemary Mayr (rmayr@volusia.k12.fl.us)

Facilitate professional learning and Implement AVID strategies of the month to include WICOR, monitoring by sign in sheets and classroom walk through data.

Person Responsible Jason Crespo (jjcrespo@volusia.k12.fl.us)

Facilitate lowest quartile action planning meetings with teachers and coach.

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

Host family math nights to support parents in math topics to be covered in future weeks.

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

Provide after-school tutoring for students below achievement or mastery twice per week for one hour.

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

Parent liaison will make phone calls home for students failing algebra/geometry and connect parent to academic support materials or teacher contact.

Person Responsible Cheryl Taylor-Mearhoff (cltaylor@volusia.k12.fl.us)

Increase office hours attendance and efficiency across classrooms.

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

Conduct learning walks with teacher and coach collaboratively to observe best practices in action.

Person Responsible Rosemary Mayr (rmayr@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA Achievement is significantly below district average and has decreased when compared to the prior reporting year.
Measurable Outcome:	ELA Achievement will increase from 41 to reach or surpass the current district average of 49.
Monitoring:	ELA achievement will be monitored for the desired increase through progress monitoring assessments provided by the district. Data analysis on individual standard achievement will be indicative of goal progress.
Person responsible for monitoring outcome:	Edwena Timpson (ehtimpso@volusia.k12.fl.us)
Evidence-based Strategy:	Our evidence-based strategy is Teacher Clarity. We will monitor it through frequent walkthroughs by school-based administrations, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.
Rationale for Evidence-based Strategy:	Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 0.75, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity. John Hattie describes teacher clarity and excellent teachers as those who: -Have appropriately high expectations. -Share their notions of success criteria with their students. -Ensure that there is constructive alignment between the lesson, the task, and the assignment. -Ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students; and -Provide welcome feedback about where to move to next.

Action Steps to Implement

Utilizing state testing data and district progress monitoring data to place students appropriately.

Person Responsible	Vicki Banks (vdbanks1@volusia.k12.fl.us)

Assigning prep loads to teachers based upon teacher strengths, identified by past years' data (state, district assessments and coach/administrative observations).

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

Continually monitor application of common classroom board to include learning targets, standard, success criteria, and key vocabulary.

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

Academic coaching cycles to support new ELA teachers.

Person Responsible	Edwena Timpson (ehtimpso@volusia.k12.fl.us)

Weekly PLC team meetings with focus agendas on learning targets/Success criteria for the current week and next week.

Person Responsible Edwena Timpson (ehtimpso@volusia.k12.fl.us)

Design master schedule to allow PLCs to meet at least weekly.

Person Responsible Vicki Banks (vdbanks1@volusia.k12.fl.us)

Develop and administer standards-aligned common assessments in ELA classes.

Person Responsible Traci Carroll (tecarrol@volusia.k12.fl.us)

Facilitate professional learning and Implement AVID strategies of the month to include WICOR, monitoring by sign in sheets and classroom walk through data.

Person Responsible Jason Crespo (jjcrespo@volusia.k12.fl.us)

Facilitate lowest quartile action planning meetings with teachers and coach.

Person Responsible Edwena Timpson (ehtimpso@volusia.k12.fl.us)

Provide after-school tutoring for students below achievement or mastery twice per week for one hour.

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

Parent liaison will make phone calls home for students failing ELA and connect parent to academic support materials or teacher contact.

Person Responsible Cheryl Taylor-Mearhoff (cltaylor@volusia.k12.fl.us)

Increase office hours attendance and efficiency across classrooms.

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

Conduct learning walks with teacher and coach collaboratively to observe best practices in action.

Person Responsible Edwena Timpson (ehtimpso@volusia.k12.fl.us)

Implement Achieve 3000 and Read 180 Programs with fidelity.

Person Responsible Judy Sterrett-Pegg (jlsterre@volusia.k12.fl.us)

Increase opportunities for students to engage with and comprehend rigorous texts in science classrooms.

Person Responsible Jill Piontkowski (jnpiontk@volusia.k12.fl.us)

Increase opportunities for students to engage with rigorous texts in content areas in social studies classrooms.

Person Responsible Judy Williamson (jmwilli3@volusia.k12.fl.us)

#3. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	Graduation rate over the prior two school years
Measurable Outcome:	Pine Ridge High School's graduation rate will increase from 90 percent to 95 percent.
Monitoring:	Pine Ridge High School 2022 senior cohort will be tracked every two weeks with administration and school counseling office.
Person responsible for monitoring outcome:	Vicki Banks (vdbanks1@volusia.k12.fl.us)
Evidence-based Strategy:	Our evidence-based strategy is Teacher Clarity. We will monitor it through frequent walkthroughs by school-based administrations, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.
Rationale for Evidence-based Strategy:	Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 0.75, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity. John Hattie describes teacher clarity and excellent teachers as those who: -Have appropriately high expectations. -Share their notions of success criteria with their students. -Ensure that there is constructive alignment between the lesson, the task, and the assignment. -Ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students; and -Provide welcome feedback about where to move to next.

Action Steps to Implement

Schedules are created with grade level requirements as an unwavering priority.

Person Responsible	Vicki Banks (vdbanks1@volusia.k12.fl.us)

All students will link their college board accounts to khan academy to increase SAT/ACT preparedness, resulting in concordance scores of Algebra EOC and/or FSA ELA Grade 10.

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

Math intervention teacher supporting students in need of algebra 1 concordance. Teacher utilizes Khan Academy SAT preparation program.

Person Responsible	Rosemary Mayr (rmayr@volusia.k12.fl.us)

Additional reading intervention teacher that is assigned to work with students in need of FSA ELA Grade 10 concordance. Teacher utilizes Achieve 3000 program and Khan Academy.

Person Responsible	Judy Sterrett-Pegg (jlsterre@volusia.k12.fl.us)

Students in need of credit recovery will be placed into remediation lab in place of non-graduation requirement electives.

Person Responsible Cheryl Taylor-Mearhoff (cltaylor@volusia.k12.fl.us)

Monthly review and analysis of project 10 data with counseling and administrative teams.

Person Responsible Vicki Banks (vdbanks1@volusia.k12.fl.us)

Seniors in risk of not graduating will have parent, counselor, and administrative conferences to discuss action plan.

Person Responsible Vicki Banks (vdbanks1@volusia.k12.fl.us)

Seniors in risk of not graduating will have faculty mentors with frequent contacts discussing graduation requirement status.

Person Responsible Andrew Targowski (attargow@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the 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.

Pine Ridge High School reported 4.7 incidents per 100 students. When compared to all high schools in Florida it falls into the high category. From 2015 to 2018 Pine Ridge High School was below the state of Florida for incidents per 100 students. Pine Ridge Ranks sixth out of ten high schools in Volusia county for incidents per 100 students. Delving deeper into the incidents, Pine Ridge High School reported two property incidents in the 2019 reporting year. This lead to a very high rating of property incents and the highest in Volusia County Schools. Drug/Public Order incidents was rated as high when compared to schools across Florida, however, Pine Ridge High School is fourth out of ten in Volusia County Schools for drug/public order incidents. Violent incidents ranks very high when compared to schools across Florida and sixth out of ten in Volusia county Schools. Our suspension rate is trending down over the prior three years and is currently rated at middle when compared to schools across Florida and is number one of 74 schools in Volusia County Schools. The primary concern that the school will monitor during the upcoming school year is violent incidents. The school will monitor school culture and environment with Panorama survey data of students/staff/parents, classroom/hallway observations, and discipline data meetings.

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.

I. Positive School Culture and Environment
Pine Ridge High School is a multicultural, comprehensive high school. Several strategies have been devised to support a positive school culture and environment. They include:
1) Panorama Survey-The data from the panoramic survey will be used to identify trends, gaps between sub-groups, strengths and areas of weaknesses for groups.
2) Parent Liaison- The Parent liaison will share strategies with parents that will help make students successful at school, connect parents with the right departments by providing the right information about the school and its programs, organize parent forums that build parents' strengths about their student learning, work with "at-risk" students and their families who are a focus for school administration. Finally, the Parent Liaison will be partnering with the school to assist and foster parent participation in school events, clubs, and school-building activities.
3)Discipline-Champs will be used to support classroom management. And The book, Hacking School Discipline, will be used for a school-wide book study to promote conversations on SEL practices and support the school initiative to create a culture of empathy. Teachers will be trained on how to embed strategies in their classes.
4) PASS Program-The Positive Alternative to School Suspension program to create structured facts, music, pictures. Strategies o be used include: Restorative circles, counseling sessions, community building circles, discussions on norms and school rules, and reinforcing positive behavior, social, and emotional learning activities. Data from the school discipline report will be used to identify trends and/or patterns. Multi-racial students members will be chosen from grade level clubs to ensure needs of peers.
5) SEL Team-The SEL will be comprised of staff members and the parent liaison in developing staff practices to help support social and emotional growth of students. Student members will be selected to ensure student perspectives are represented. Strategies promoted will encourage: self-awareness, self-management, and relationship skills.
6) ELL Team-This team will work with the parent liaison to provide outreach to second language homes to engage parents, discuss school programs and services, and offer opportunities to help students build bilingual abilities.
7) SAC-The School Advisory Council will meet monthly to hold meetings with staff, students, parents, and stakeholders in the community to review school plans and provide support to teacher projects.
8) Counseling department- Counselors will work with individuals, families, and small groups to assist and foster positive and successful relationships in class.

II. Propagating School Events -Ways to build relationships among staff, students, and the community.
A. Academic Events

*Literacy Week- a week-long program guided by Florida's, Just Read, Florida, a statewide reading initiative that focuses on reading's, specific components: phonemic and phonic awareness, vocabulary, fluency, and comprehension. Literacy week includes: fiction reading Q & A, Stop-Drop-And Read, poetry recitations, musical performances, spelling bee competition, Performing Arts participation, and use of computer language as another means of communication.
*College and Career Week- stress the importance of college and career awareness with activities that include: college fair, military fair, college alumni recognition, college choice days
*Senior Week- presents the positive representation of senior students with school-wide activities.
*Teacher Week-honors and recognizes the awesome accomplishments of teachers.
B. Cultural Events-Celebrating Diversity Throughout The Year
*Hispanic Month – September-Celebrating the accomplishments and culture of people of Hispanic origin- facts, important people, music, pictures.
*German Oktoberfest- October-Celebrating the accomplishments and culture of people of German origin- facts, important people, music, pictures.
*African American History-February- Celebrating the accomplishments and culture of people of African origin- facts, important people, music, pictures.
*Irish- March- Celebrating the accomplishments and culture of people of Irish origin-facts, important people, music, pictures.
*Gateway to the World Day-May-Multicultural Celebration which clubs choose a country from around the world and celebrate its people, culture, , and food. Students carry passports to be stamped as they visit club-created areas posted around the school and receive prizes for participating in trivia games.
*FFA Week-January- Opportunities for staff and students to celebrate the Agricultural department with "Western Wear " Day (clothes only), visit animals in FFA, learn about the gardening and plants, and ways to support FFA, while incorporating ELA strategies to support learning.

9) Clubs
President's Club- Club in which all schools clubs report club activities.

PRHS has clubs, representing a diverse community of learners.

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

Principal- Promote Clear Direction and School Unity
(1) Will create a sense of belonging for all staff and all students
(2) Articulate a clear vision, mission, and beliefs for members of the school community
(3) Weekly Principal message to update parents on important school activities
https://www.floridacims.org/events
Assistant Principals-Promote Staff Solidarity and Working Relationships
(1) Build upon Principal's vision, mission, and beliefs for members of the school community
(2) Target specific school student groups/teacher teams to build relationships.

Teachers-Promote Teacher Professional Development and Student Success
(1) Build effective instructional strategies in PLCs using common planning
(2) Implement SEL strategies to build a culture of student support, gleaned from "Hacking School Discipline."
(3) Mentor younger and new teachers in the profession

Students-Promote Student Accountability
(1) Develop positive relationships with other students and staff
(2) Setting Academic goals
(3) Self Progress-monitoring

Counselors- Promote Graduation and Academic https://www.stepp-program.org/family-modules/planning-for-academic-success/college-goal-setting
(1) Present alternative Paths to Success
(2) Scholarships and Grant Information
(3) Progress- monitoring activities to encourage students
(4) Weekly large group parent appointed conferences

Parents and Community- Promote School Support
(1)Via SAC and Parental Survey learn and understand parental needs
(2)) Parent Connect-electronic means to keep parents informed about school activities and how they to support student success
(3) Students in HVAC Program will connect with business and union partners in pre-apprenticeship program.