Pine Ridge High School

2022-23 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: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (54%) 2018-19: C (48%) 2017-18: C (49%)
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	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Palmer, Adrienne	Assistant Principal	Curriculum
Schicker, Kyle	Assistant Principal	Data
Selesky, Cheryl	Assistant Principal	ESE
Cange, Madsen	Assistant Principal	Athletics/Facilities/Safety & Security
Ryser, William	Principal	School Leader
Spallone, Marlo	Other	
Hackey, Christina	Instructional Media	
Timpson, Edwena	Instructional Coach	
Boyles, Lynn	Instructional Technology	
Hampshire, Jennifer	Teacher, ESE	
Mayr, Rosemary	Teacher, K-12	
Carroll, Traci	Teacher, K-12	
King, Donna	Teacher, K-12	
Encarnacion, Ruby	Teacher, K-12	
McEwen, Kristina	School Counselor	
Foye, Lora	Teacher, K-12	
Wright, Christina	Teacher, K-12	
Reyes, Nestor	Dean	

Demographic Information

Principal start date

Friday 7/1/2022, William Ryser, Jr.

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

105

Total number of students enrolled at the school

1,658

Identify the number of instructional staff who left the school during the 2021-22 school year.
27

Identify the number of instructional staff who joined the school during the 2022-23 school year.
27

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	500	447	379	0	1326
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	138	94	111	89	432
One or more suspensions	0	0	0	0	0	0	0	0	0	131	55	65	23	274
Course failure in ELA	0	0	0	0	0	0	0	0	0	94	105	91	28	318
Course failure in Math	0	0	0	0	0	0	0	0	0	48	72	75	48	243
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	205	153	127	79	564
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	184	112	86	61	443
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	66	35	7	3	111

Using the table above, complete the table below with the number of students by current grade level who have 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	196	137	147	82	562

Using current year data, complete the table below with the number of students identified as being "retained.":

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	92	83	83	2	260
Students retained two or more times	0	0	0	0	0	0	0	0	0	34	47	45	12	138

Date this data was collected or last updated

Wednesday 8/3/2022

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	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

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	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

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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	46%	51%				44%	52%	56%
ELA Learning Gains	47%						45%	49%	51%
ELA Lowest 25th Percentile	36%						30%	37%	42%
Math Achievement	25%	33%	38%				39%	48%	51%
Math Learning Gains	36%						45%	49%	48%
Math Lowest 25th Percentile	47%						25%	38%	45%
Science Achievement	67%	30%	40%				73%	76%	68%
Social Studies Achievement	62%	40%	48%				66%	69%	73%

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

			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
2022					
2019	72%	72%	0%	67%	5%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	63%	0%	70%	-7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	54%	-23%	61%	-30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	55%	-12%	57%	-14%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	31	33	10	25	36	29	39		82	65
ELL	18	44	44	11	20	23	43	38		93	81
BLK	32	37	37	15	36	57	54	64		84	88
HSP	41	49	42	20	34	47	58	55		91	84
MUL	35	47		36	25		100			83	80
WHT	48	48	27	34	39	42	78	67		93	79
FRL	38	46	37	22	34	48	61	56		89	80
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						
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
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	57
Total Points Earned for the Federal Index	589

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	93%

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%	0
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Significant Mathematic learning gains, low level Mathematic achievement, and over the four year trend English Language Arts and Biology have remained stagnant.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA is the area of greatest need, with 42 points earned overall in Achievement, earning 47 points in learning gains, which is 1 point higher from the prior reporting year. Pine Ridge lowest quartile gains of 36 points, loosing 1 point from prior reporting year. Rating 3rd overall in VCS in both learning gains and lowest quartile learning gains.

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 stagnate growth in ELA, teacher retention and turnover, (multiple new teachers), realigning instruction and tasks to the BEST standards, and learning gaps through the pandemic. 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 teacher induction program, inclusive mentor-mentee system. With the continuation of the Title 1 Parent Liaison, the liaison will assist in increasing student attendance via parent awareness on the impact

student attendance has on student learning along monthly parent meetings to provide support on different topics. All instructional staff are engaged in weekly data based PLC meetings aligned with Solution Tree principles.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains by 12 points from the prior reporting year and College and Career acceleration gains by 51 points from the prior reporting year.

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

Teachers collaborating in PLC's, aligning instruction and tasks, creating focus groups for students in the lowest quartile, strategic planning to ensure all students were provided the opportunity for CTE courses, tracking students who still needed to earn CTE credit and passing certification, opening AICE program to all students.

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 a successful use of resources and district support staff. Strategic master scheduling, and assuring the opportunity for all students to be involved in all programs. Increasing the use of khan academy in our ELA and Reading 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 FAST CSPM or the FSA Grade 10 ELA Re-take assessments. This will be monitored by our College and Career Counselor, SEL TOA, Counselors, and Administration; by utilizing the Project 10 report, testing reports, and attendance reports.

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 PLC's by using Solution Tree principals, making data based decisions, supporting students through remediation of standards and early intervention. Continuing to increase teachers understanding of how to maximize teacher clarity, promoting social emotional learning environments through MTSS and PBIS trainings, and increasing overall understanding through departmental trainings that impact all students learning.

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 this school year and beyond include actionable feedback to teachers collected from administrative walkthroughs and coach/district learning walks. Continuous surveys to all stakeholders ensuring student and staff needs are met, along with a tight testing plan for the 2022-23 school year ensuring tests are given with fidelity and that we are testing over 95% of all students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Engage all students in high levels of learning every day. As a result of our Needs Assessment and analysis it revealed that our ELA Proficiency was at 42% and ELA Learning Gains was at 47% and Lowest Quartile performed at 36%, which was below the state and county averages and remained relatively stagnant from 2021 to 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal will be to increase ELA Achievement from 42 points to 50 points in the 2022-23 reporting school year. We will utilize school and district assessments to monitor progress of both our LQ and ESSA subgroups, making sure to use date driven PLC's to determine standards students are not mastering, developing plans of remediation and intervention, and re-assessing for mastery.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through frequent classroom observations using walkthroughs by school-based administrators, 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 needed to impact student growth.
Person responsible for monitoring outcome:	Adrienne Palmer (alpalmer@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Pine Ridge High School will implement benchmark and standards aligned tasks and instruction to support this area of focus. Standards-based instruction is a process for planning, delivering, monitoring and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. Standards help ensure students learn what is important. Student learning is the focus.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Standards and benchmark alignment will be paramount in the 2022-2023 school year as new ELA FAST Testing is implemented through the State of Florida. This FAST Test will be assessing new B.E.S.T standards. 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilizing state testing data and district progress monitoring data to place students appropriately, making sure all students are taking the appropriate tests, cross referencing Project 10 data to ensure students have passed all required assessments for graduation.

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

Continually monitor application of common classroom board to include learning targets, standard, success criteria, and key vocabulary, with walkthroughs from district support and administration team.

Person Responsible   Adrienne Palmer (alpalmer@volusia.k12.fl.us)

Implement after school tutoring program to provide additional instructional minutes for students identified by progress monitoring data to be below proficiency. Office hours on Monday and Wednesdays for students to remediate standards to mastery.

Person Responsible   Adrienne Palmer (alpalmer@volusia.k12.fl.us)

PLC meetings weekly, using data driven conversations, using the four components of a PLC
1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

Meet with ELA team weekly to plan and align instruction to standards and benchmarks.

Person Responsible   Adrienne Palmer (alpalmer@volusia.k12.fl.us)

Improve LRE rate to 80% or more for SWD in the general education classroom.

Person Responsible Cheryl Selesky (caselesk@volusia.k12.fl.us)

TO ensure the use of kahn academy to engage all students in the curriculum while preparing them for college level assessments.

Person Responsible Adrienne Palmer (alpalmer@volusia.k12.fl.us)

Professional development will be given to all Instructional Staff on PLC Foundations through the 15 day Challenge which utilizes the Three Big Ideas of a PLC and the Four Critical Questions. MTSS professional development will support the implementation of MTSS strategies where 100% of students should receive Tier 1 and at least 80% of students should be meeting proficiency to indicate good quality core instruction.

Person Responsible Adrienne Palmer (alpalmer@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data analysis and a needs comparison highlights instructional practice specifically relating to math as an area f focus. This area of focus was identified because 25% of students at Pine Ridge High School attained achievement in mathematics for the 2021-22 school year. Prior to COVID, over a three year average Pine Ridge High School averaged 42% achievement. Disaggregated by test, Achievement in algebra 1 EOC is 21 points lower than the 2018-2019 school year and the geometry EOC is 16 points lower. This area of focus is aligned to Volusia County School's district strategic plan goal 1: Engage all students in high levels of learning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Pine Ridge High School will increase mathematics achievement in the 2022-2023 school year to 42% from 25%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring assessments and common formative assessments will be administered through the year. This data will be analyzed during weekly professional learning meetings to address student learning and pivot instructional needs based on student learning.
Person responsible for monitoring outcome:	Kyle Schicker (kbschick@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Pine Ridge High School will implement benchmark and standards aligned tasks and instruction to support this area of focus. Standards-based instruction is a process for planning, delivering, monitoring and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. Standards help ensure students learn what is important. Student learning is the focus.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Standards and benchmark alignment will be paramount in the 2022-2023 school year as new math standards are implemented through the State of Florida. 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Construct master schedule allowing teachers to have dedicated, common, planning time.

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

Recruit highly qualified math teachers.

Person Responsible	William Ryser (wlryser@volusia.k12.fl.us)

Recruit and retain highly qualified math teachers by making sure that we provide continuous support through PLC's, mentoring program, new teacher program, along with district support when needed.

Person Responsible	William Ryser (wlryser@volusia.k12.fl.us)

Facilitate professional learning on new instructional materials and their standard alignment through weekly PLC meetings and district support teams.

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

Meet with algebra and geometry team weekly to plan and align instruction to standards and benchmarks, utilizing data from PLC's, focusing on TIER 1 support to master all standards.

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

Teachers will analyze progress monitoring data with district mathematics department as progress monitoring assessments are administered.

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

Implement after school tutoring program to provide additional instructional minutes for students identified by progress monitoring data to be below proficiency.

Person Responsible	Adrienne Palmer (alpalmer@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 William Ryser (wlryser@volusia.k12.fl.us)

Develop and administer standards-aligned common assessments in algebra 1 and geometry classes through weekly PLC's meetings.

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

Facilitate lowest quartile action planning meetings with teachers, counselors, and administrative team, utilizing the Project 10 data, district and state assessment data, and PLC data.

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 Adrienne Palmer (alpalmer@volusia.k12.fl.us)

Increase office hours attendance and efficiency across classrooms by creating a systematic procedure campus wide.

Person Responsible William Ryser (wlryser@volusia.k12.fl.us)

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

Person Responsible Adrienne Palmer (alpalmer@volusia.k12.fl.us)

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

Person Responsible Ruby Encarnacion (rmencarn@volusia.k12.fl.us)

Improve LRE rate to 80% or more for SWD in the general education classroom.

Person Responsible Cheryl Selesky (caselesk@volusia.k12.fl.us)

Professional development will be given to all Instructional Staff on PLC Foundations through the 15 day Challenge which utilizes the Three Big Ideas of a PLC and the Four Critical Questions. MTSS professional development will support the implementation of MTSS strategies where 100% of students should receive Tier 1 and at least 80% of students should be meeting proficiency to indicate good quality core instruction.

Person Responsible Adrienne Palmer (alpalmer@volusia.k12.fl.us)

#3. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Projected Graduation Rate is 82%, our goal is 90%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Pine Ridge High School Class of 2023 will meet or exceed 90%. We will do this by Protecting the physical, emotional, and intellectual SAFETY of every member of our school family, by nurturing meaningful personal RELATIONSHIPS amongst all members of our school family in which we treat one another with dignity, respect, kindness and compassion, and by ensuring EVERY STUDENT GRADUATES within 4 years and is prepared for college and/or the career of their choosing.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Pine Ridge High School Administration and Counseling team will track graduation plans, using Project 10 report and Grad Panel in Student Information System.
Person responsible for monitoring outcome:	Kyle Schicker (kbschick@volusia.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Data based student conferences and tracking of graduation requirements. 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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

| **Person Responsible** | Kyle Schicker (kbschick@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) |

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

| **Person Responsible** | Kyle Schicker (kbschick@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** | Edwena Timpson (ehtimpso@volusia.k12.fl.us) |

Parent liaison will make phone calls home for students at risk of not graduating and connect parent to academic support materials or teacher contact.

| **Person Responsible** | Adrienne Palmer (alpalmer@volusia.k12.fl.us) |

New teacher academy support for the growth of first year teachers to promote retention and development.

| **Person Responsible** | Adrienne Palmer (alpalmer@volusia.k12.fl.us) |

Title 1 tutoring on Tuesday and Thursday every week, to provide additional support to all students in the areas of ELA, Math, Social Studies, and Science.

| **Person Responsible** | Adrienne Palmer (alpalmer@volusia.k12.fl.us) |

Facilitate lowest quartile action planning meetings with teachers, coaches, SEL TOA, Counselors and Administration team, utilizing the Project 10 report, school and district assessment data, and PLC data.

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

Professional development will be given to all Instructional Staff on PLC Foundations through the 15 day Challenge which utilizes the Three Big Ideas of a PLC and the Four Critical Questions. MTSS professional development will support the implementation of MTSS strategies where 100% of students should receive Tier 1 and at least 80% of students should be meeting proficiency to indicate good quality core instruction.

| **Person Responsible** | Adrienne Palmer (alpalmer@volusia.k12.fl.us) |

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

During the 2022-2023 school year, teachers and staff will implement PBIS support strategies to engage students in ELA and math (core subjects areas). Panther nation will have three core values to support a positive school culture and environment.1.Protecting the physical, emotional, and intellectual SAFETY of every member of our school family. 2. Nurturing meaningful personal RELATIONSHIPS amongst all members of our school family in which we treat one another with dignity, respect, kindness and compassion. 3. Cultivating INNOVATIVE LEARNING ACTIVITIES – collaborative in nature that makes learning fun and ignites a passion for learning in our students. 4. Ensuring EVERY STUDENT GRADUATES within 4 years and is prepared for college and/or the career of their choosing.

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

Principal-Promote Clear Direction and School Unity
1. Protect the physical, emotional and intellectual SAFETY of every member of our school family.
2. Nurturing meaningful personal RELATIONSHIPS amongst all members of our school family in which we treat one another with dignity, respect, kindness and compassion.
3. Cultivating INNOVATIIVE LEARNING ACTIVITIES, collaborative in nature that makes learning fun and ignites a passion for learning in our students.
4. Ensuring EVERY STUDENT GRADUATES within 4 years and is college and career ready and/or the career of their choosing.
5. Weekly Panther Press from the Principal desk updating parents and students on important school activities.
Assistant Principals- Promote Staff Solidarity and Working Relationships
1. Build upon the Principal's vision, mission, and beliefs for members of the school community.
2. Target specific school student groups/teachers to build relationships
Teachers-Promote Teacher Professional Development and Student Success
1. Build effective instructional strategies in PLC's using common planning
2. Implement PBIS, MTSS, and SEL to build a system and culture of student support
3. Mentor 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
All Instructional staff will monitor teacher assessment data and EWS indicators to better understand the level of student engagement. Teachers and support staff will maintain a system of data sharing between themselves and SLT in order to monitor and evaluate student behavior and academic achievement. Making sure all students and staff are promoting and representing the Big Four; Being Respectful, Responsible, Rising, and Safe.