Palmetto Ridge High School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: A (63%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 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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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	No	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

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

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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.

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
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
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.
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.
Grimm, Doug	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.
Rubenstein, Meaghan	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 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.*
1

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.*
22

Total number of teacher positions allocated to the school
116

Total number of students enrolled at the school
2,410

Identify the number of instructional staff who left the school during the 2021-22 school year.
14

Identify the number of instructional staff who joined the school during the 2022-23 school year.
12

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	0	0	0	0	
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	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	

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	0	0	0	0	
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
Wednesday 8/24/2022

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	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	

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	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	

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	51%	54%	51%				56%	59%	56%
ELA Learning Gains	49%						50%	52%	51%
ELA Lowest 25th Percentile	35%						42%	41%	42%
Math Achievement	53%	35%	38%				58%	58%	51%
Math Learning Gains	46%						54%	44%	48%
Math Lowest 25th Percentile	43%						56%	46%	45%
Science Achievement	70%	51%	40%				75%	72%	68%
Social Studies Achievement	62%	47%	48%				70%	76%	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	75%	68%	7%	67%	8%
		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	68%	72%	-4%	70%	-2%
		ALGEBRA EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	67%	-25%	61%	-19%
		GEOMETRY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	59%	5%	57%	7%

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	22	33	26	35	36	38	36	26		90	13
ELL	20	43	42	29	45	35	49	32		91	49
AMI										80	
ASN	73	73									
BLK	55	56	36	40	47	56	70	65		97	54
HSP	47	46	34	51	44	40	68	56		94	59
MUL	57	59		44	50		64	75		100	81
WHT	57	52	35	61	52	50	73	71		95	70
FRL	47	47	34	50	46	43	69	55		93	57

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
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

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	608
Total Components for the Federal Index	11
Percent Tested	97%

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	80
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
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	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	62
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	53
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?

All core content areas and subgroups displayed a upward trend from 2020. This was evidenced by progress monitoring and state testing data.

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

ELA 9th grade proficiency decreased from the 2020 school year. Specifically, the ESE and ELL subgroups decreased from the year prior, as did our Black and Hispanic subgroups.

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 school district has added a Literacy Specialist 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 2022 state assessments, showed the most improvement?

There was a large decrease in the percentage of students scoring a level 1 or 2 from the prior year. In Algebra the percent of students scoring a level 1 or 2 decreased from 78% to 66% and in Geometry students scoring a level 1 or 2 decreased from 50% to 33%.

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

A strong focus on the curriculum maps, the use of District resources with fidelity. Focused PLC meetings with an emphasis on teaching strategies and new teachers in Algebra and Geometry,

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 to increase 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; this service is led by our National Honor Society members and each group is overseen by a content teacher. Content area courses will implement "boot" camps to emphasize and review important topics, as well as, provide further small group tutoring

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 Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Proficiency for all students and specifically SWD have been flat for achievement for the last three years. There is a need for focused interventions with the teachers through PLC work.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Raise proficiency level to 70% from 60% for all students and specifically SWD raise proficiency to 40% which is an increase of 7% from the year SY22.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through PLC work, classroom visits by administration specifically Mr. Doug Grimm. Extra reading help will be provided through the use of a 2nd semester review class for mid to high level 2 readers that will take the place of their intensive reading classes. Our literacy coach will also pull out small groups as needed to help students with understanding.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will use lexile levels through McGraw Hill to utilize the appropriate levels of text with the students in the class. We will also utilize the concepts of TNTP to make sure the teachers are teaching to the level of proficiency needed to achieve a level three or high on the EOC for history.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The reason for choosing this area was the stagnation of growth along with the change in the department of teachers that are responsible for teaching U.S. History.

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.

Focused PLC work - Doug Grimm
Combination PLC work with ELA 11th grade - Gina Gildyard & Doug Grimm
Monthly PLC and Department meeting discussing data - Greg Slivanik & Doug Grimm
Quarterly benchmarks - Doug Grimm

Person Responsible	Doug Grimm (grimmd@collierschools.com)

#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.**	The subgroup of students with disabilities will increase 4% from 2022 in both Algebra I and Geometry.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Math proficiency will increase 5% from FY 22 to FY 23 on Algebra I and Geometry EOC scores
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Through Quarterly data dialogues, quarterly benchmarks, weekly FOCUS, biweekly common assessments. Math coach will pull Aleks reports and will work with administrators on focused PLC's with the administration on a monthly basis.
Person responsible for monitoring outcome:	Daniel Chouinard (chouid@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Implementation and use of Aleks Focused PLC work with administration
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Criteria used to make this determination included prior years assessments results. Administration will attend PLCs.

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.

Provide professional development for Aleks. (Dan Chouinard, AP)

Establish a system to monitor Aleks and PLC documentation on a monthly basis through math coach and administration. (Math Coach if Applicable)

Provide interventions as necessary at the teacher level by administration.(Dan Chouinard, AP)

Person Responsible	Daniel Chouinard (chouid@collierschools.com)

#3. 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.	Increase the level of proficiency of current 10th grades to 54% which is an increase of 3 percentage points from 2021.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	3% increase in achievement on the F.A.S.T.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Quarterly assessments McGraw Hill's Skill Assessment per quarter
Person responsible for monitoring outcome:	Gina Gildyard (gildyg@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Read 180 McGraw Hill Inclusion support with best practices Reading Coach
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research based Research based Training the English and Inclusion teacher at the beginning and throughout the year Reading Coach support

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.

Professional development for co-teachers (Gildyard/Walcott/Williams)
Quarterly review of data in PLC's (Gildyard/Walcott/Williams)
Monthly PLC's (Gildyard/Walcott/Williams)

Person Responsible	Tobin Walcott (walcotto@collierschools.com)