Ponte Vedra High School

2022-23 Schoolwide Improvement Plan

Table of Contents

Ponte Vedra High School

460 DAVIS PARK RD, Ponte Vedra, FL 32081

http://www-pvhs.stjohns.k12.fl.us/

Demographics

Principal: Fredrik Oberkehr

Start Date for this Principal: 7/1/2017

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)	2%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (77%) 2018-19: A (79%) 2017-18: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 St. Johns 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.

Table of Contents

Ponte Vedra High School

460 DAVIS PARK RD, Ponte Vedra, FL 32081

http://www-pvhs.stjohns.k12.fl.us/

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	2%

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

School Grades History

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

School Board Approval

This plan is pending approval by the St. Johns County School Board.

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.

Empowering Every Learner to Develop Good Character and Achieve Success.

Provide the school's vision statement.

As part of developing a new mission statement in 2019-2020, PVHS is now in the process of developing relevant vision commitment statements and associated action plans.

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
Oberkehr, Fredrik	Principal	Dr. Oberkehr serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are educated in a safe environment.
O'Brian, Jeannine	Assistant Principal	Meeting with parents to discuss student behavior or educational concerns, evaluating teachers and learning materials to determine areas where improvement is needed, hiring and training staff, and serving as LEA.
Jasper, Haley	Assistant Principal	Meeting with parents to discuss student behavior or educational concerns, evaluating teachers and learning materials to determine areas where improvement is needed, managing clubs and serving as Response to Intervention Coordinator, and maintaining logs for RtI meetings.
Sanzo, Steven	Assistant Principal	Meeting with parents to discuss student behavior or educational concerns, evaluating teachers and learning material to determine areas where improvement is needed, supervising grounds and facility maintenance, and serving as Lead admin on TAT.

Demographic Information

Principal start date
Saturday 7/1/2017, Fredrik Oberkehr

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.*

6

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.*

14

Total number of teacher positions allocated to the school

86

Total number of students enrolled at the school

1,941

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.

14

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	517	477	493	454	1941
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	127	159	157	150	593
One or more suspensions	0	0	0	0	0	0	0	0	0	1	2	1	3	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	4	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	3	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	38	24	20	18	100
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	8	15	19	7	49
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	47	29	24	11	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	11	16	9	16	52

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	1	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/12/2022

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	502	461	475	464	1902
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	91	113	141	136	481
One or more suspensions	0	0	0	0	0	0	0	0	0	23	8	13	8	52
Course failure in ELA	0	0	0	0	0	0	0	0	0	27	48	31	26	132
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	18	22	18	12	70
Level 1 on 2019 statewide FSA Math assessment	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		

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	35	41	53	32	161

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	12	11	15	27	65
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	502	461	475	464	1902
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	91	113	141	136	481
One or more suspensions	0	0	0	0	0	0	0	0	0	23	8	13	8	52
Course failure in ELA	0	0	0	0	0	0	0	0	0	27	48	31	26	132
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	18	22	18	12	70
Level 1 on 2019 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	

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	35	41	53	32	161

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	12	11	15	27	65
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	81%	74%	51%				85%	74%	56%
ELA Learning Gains	67%						59%	60%	51%
ELA Lowest 25th Percentile	56%						59%	50%	42%
Math Achievement	84%	50%	38%				90%	73%	51%
Math Learning Gains	65%						65%	58%	48%
Math Lowest 25th Percentile	60%						76%	55%	45%
Science Achievement	91%	70%	40%				93%	86%	68%
Social Studies Achievement	94%	59%	48%				93%	88%	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	93%	87%	6%	67%	26%

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	94%	88%	6%	70%	24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	79%	7%	61%	25%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	81%	11%	57%	35%

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	35	45	45	49	53	51	59	80		97	26
ELL	80	80									
ASN	91	74		90	71		100			100	88
BLK	69	62		70	50						
HSP	80	64	52	81	65	71	92	88		100	68
MUL	76	62		89	62		83				
WHT	81	67	58	84	65	58	91	95		98	75
FRL	76	38		73			91			100	46

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	41	53	54	45	34	36	54	69		97	17
ASN	98	81		82	35		95			100	81
BLK	63	60		85	60						
HSP	75	68	55	66	40	35	82	94		97	75
MUL	100	83		93	77		100				
WHT	82	66	59	84	51	59	91	91		98	68
FRL	50	38		67	38			91		97	38

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	44	44	46	58	58	61	53	81		100	35
ASN	84	54		71	73		91			94	94
BLK	67	45		82	50						
HSP	83	58	69	87	74	75	93	92		100	83
MUL	100	50									
WHT	85	60	59	91	65	79	93	92		98	72
FRL	68	40	47	83	60	82	82	91		92	67

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)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	771

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	80
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	88
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	63
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	76
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	74
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	77
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	71
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?

When looking at 2019 (pre-COVID) data compared to 2022 (post-COVID), there is a drop in the overall school performance in ELA Achievement, ELA Learning Gains of Low 25, Math Achievement, Math Learning Gains of Low 25, and total school points. There was an increase in overall school performance in ELA Learning Gains, Social Studies Achievement, and College and Career Acceleration. School scores held steady in Math Learning Gains and Graduation rate.

When looking at subgroup data, students with disabilities (SWD) saw a drop in performance in ELA Achievement, Math Achievement, Math Learning Gains, Math Learning Gains of Low 25, and College and Career Acceleration. This subgroup saw improvements in ELA Learning Gains and Science Achievement. This subgroup held steady in ELA Learning Gains of Low 25, Social Studies Achievement, and Graduation Rate.

The next subgroup of concern would be Hispanic, with a drop in ELA Learning Gains of Low 25, Math Achievement, Math Learning Gains, Math Learning Gains of Low 25, Science Achievement, Social Studies Achievement, and College and Career Acceleration. This subgroup saw an increase in ELA Learning Gains and held steady in ELA Achievement and Graduation Rate.

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

When looking at the 2019 (pre-COVID) data compared to 2022 (post-COVID), the largest drop in overall school data occurs in Math Learning Gains of Low 25 with a 16-point drop, followed by Math Achievement with a 6-point drop.

When looking at the SWD subgroup data, the largest decline occurred in Math Learning Gains of Low 25 (10-points), followed by ELE Achievement (9-points), Math Achievement (9-points), and College and Career Acceleration (9-points).

When looking at the Hispanic subgroup, the largest decline occurred in ELA Learning Gains of Low 25 (17-points), followed by College and Career Acceleration (15-points), Math Learning Gains (9-points), and Math Achievement (6-points).

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 drop in scores from 2019 to 2022 results from the COVID impact on schools during the pandemic. Schools closed to full-time virtual learning in March 2020 and re-opened to dual learning platforms and COVID precautions (quarantine, social distancing, contact tracking) for the 2020-2021 school year. The COVID precautions prevented group work, small groups, and differentiated learning during the last two years. The dual platforms allowed students at home to continue learning, but this was not as beneficial as in-person learning. Some students bounced from virtual to in-person multiple times during the 2020-2021 school year.

PVHS teachers and staff will need to incorporate differentiated learning based on diagnostic pre-assessments to ensure student gaps in learning are addressed during this COVID recovery phase. Teachers will need to backfill missed content while working on current learning standards.

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

When looking at the data from 2019 compared to 2022, there were areas of improvement in the overall school ELA Learning Gains (8-points), College and Career Acceleration (2-points), and Social Studies Achievement (1-point). The Math Learning Gains and Graduation Rate held steady at 65 and 98.

When looking at the SWD subgroup data, there was an increase in Science Achievement (6-points) and ELA Learning Gains (1-point).

When looking at the Hispanic subgroup data, there was an increase in ELA Learning Gains (6-points), and the Graduation Rate held at 100.

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

The ability for any category to go up in points or hold steady during the COVID pandemic is a testament to the continued dedication and efforts of the teachers and staff of Ponte Vedra High School. The work of the Professional Learning Communities to design lessons that adapted to the dual platform of the 2020-2021 school year in partnership with data-driven instruction during the 2021-2022 school year is evident in these improvements.

School administration partnered with the PTO and district leadership to support teachers, staff, and students during the COVID pandemic. The school administration made a point of open conversations with PTO, teachers, and students to identify stressors and then worked to mitigate any challenges that prevented success for all stakeholders.

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

As PVHS works to recover from the COVID pandemic, the administration must continue the partnership with the school community and district leaders to identify challenges preventing student success. The administration must continue to use data from the SAC Needs Assessment Survey to drive the decision-making process.

The PVHS administration needs to continue to support the Professional Learning Community (PLC) process by providing opportunities for professional development around the PLC process.

The school will continue to use the PLC to identify clear learning goals and expectations with clearly identified formative assessments related to those learning goals. The school needs to continue with the use of formative assessments to identify gaps in learning, as well as targeted, differentiated instruction to address those learning gaps.

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.

The school provided professional development in June by sending a team of 25 teachers to the Solution Tree Professional Learning Community Conference, as well as participating in the extra two days of district-supported professional development at the start of pre-planning.

The Instructional Literacy Coach conducted a schoolwide survey to identify the professional development needs of the staff and teachers. The administration team used this data to plan professional development opportunities for the 2022-2023 school year. These will include:
-Touchscreen training
-Performance Matters database training
-AP Classroom training
-Naviance training
-Formative Assessment training
-Student Engagement Strategies
-Support Facilitator/Coteach Training
-Code A/B Reading Strategies
-Coaching Cycles
-New Teacher Training

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

The administration of PVHS is working with district support staff to provide some of the school-based training.

PVHS will use the District Mentors to provide Student Engagement Strategies and Coaching Cycles.
District ESE Support will provide Support Facilitate/Coteach training.
District support will assist in Performance Matters, touchscreen, and New Teacher Training.

The Instructional Literacy Coach will partner with the district CAST team to provide Code A/B Reading Support based on data collected from the Literacy Leadership Team.

The administration will continue to collaborate with PTO to build community engagement.

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When looking at the School Data for 2019 compared to 2022, the SWD subgroup had the largest decline in performance data for ELA and Math. The data shows a decline in seven of the ten categories that make up the school grade. This subgroup is also the largest subgroup population at PVHS.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school would like to return to 2019 scores for all declining categories over the next three years, with a 2% increase every year afterward.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Implementing the new state FAST Progress Monitoring will be used in partnership with district Common Summative and PLC common formative and summative assessments to track the progress of SWD in the ELA and Math classes. The administration will participate in quarterly data chats with the individual PLCs/departmetns.
Person responsible for monitoring outcome:	Jeannine O'Brian (jeannine.obrian@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The use of progress monitoring for data-driven instruction in ELA and Math.

The use of Professional Learning Communities for teacher collective efficacy.

The use of formative assessments with targeted feedback for student partnership in learning .

The use of Achieve 3000 in the intensive reading classes, standard 10th-grade ELA, and 9th-grade support facilitated ELA classes.

The use of certified Math and ELA tutors for push-in support in standard ELA and Math classes.

Teacher training on the use of CRISS strategies for Code A/B students.

Reading across the content area. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | The use of progress monitoring data is research-based and supported by Florida DOE.

John Hattie has identified collective teacher efficacy, formatives, and feedback as high-yield strategies in Visibile Learning.

The district's comprehensive reading plan includes using Achieve 3000 for targeted intensive reading support.

CRISS is an approved Tier 2 strategy on the district comprehensive reading plan and MTSS/RtI intervention list. |

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.

FAST Progress Monitoring of ELA

Person Responsible   Jeannine O'Brian (jeannine.obrian@stjohs.k12.fl.us)

Achieve 3000 level set administration

Person Responsible   Angela Hunter (angela.hunter@stjohns.k12.fl.us)

Weekly PLC meetings by ELA and Math.

Person Responsible   Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

Quarterly Data Chats

Person Responsible   Jeannine O'Brian (jeannine.obrian@stjohs.k12.fl.us)

Weekly use of PLC common formative assessment to drive instruction.

Person Responsible   Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

District Common Summative Assessments

Person Responsible   Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

Purchase of Achieve 3000 and teacher training for ELA classes

Person Responsible   Angela Hunter (angela.hunter@stjohns.k12.fl.us)

Developing Math and ELA tutor schedules to support SWD.

Person Responsible   Angela Hunter (angela.hunter@stjohns.k12.fl.us)

Achieve 3000 level set administration

Person Responsible   Angela Hunter (angela.hunter@stjohns.k12.fl.us)

Weekly PLC meetings by ELA and Math.

Person Responsible   Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

Quarterly Data Chats

Person Responsible   Jeannine O'Brian (jeannine.obrian@stjohs.k12.fl.us)

Weekly use of PLC common formative assessment to drive instruction.

Person Responsible   Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

District Common Summative Assessments

Person Responsible   Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

Purchase of Achieve 3000 and teacher training for ELA classes

Person Responsible   Angela Hunter (angela.hunter@stjohns.k12.fl.us)

Developing Math and ELA tutor schedules to support SWD.

Person Responsible   Angela Hunter (angela.hunter@stjohns.k12.fl.us)

Training on CRISS strategies for content area teachers.

Person Responsible   Angela Hunter (angela.hunter@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There was a decline in PLC practice and professional development during the COVID pandemic as teachers followed safety protocols. Additionally, the PLC teams experienced shifts in members as staff over the last three years. There is a need to reset and refocus on the PLC process during the COVID recover phase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	PVHS will return to the monthly Faculty Work Sessions, PLC, and Department meetings during the 2022-2023 school year. The administration's expectation is for regular PLC team meetings during the school year to match those saw in the 2018-2019 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administration will provide a monthly schedule of meetings, work sessions, and specific locations for these tasks. The administration will monitor faculty and staff participation at monthly Faculty Work Sessions. The administration will monitor faculty and staff participation in Individual Deliberate Practice Growth Plans.
Person responsible for monitoring outcome:	Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The use of Professional Learning Communities to improve student achievement through teacher collective efficacy. Using formative assessments to identify student progress towards learning goals and drive teacher instruction. The use of specific feedback on formative assessment to drive student monitoring of learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The use of PLC and formative assessment is well documented in the work of DuFour, Hattie, and Marzano. These strategies are also supported by the district in the teacher observation tool.

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.

June attendance at PLC conference in Orlando.

Person Responsible	Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

Develop a monthly schedule for Faculty work sessions, PLC time, and department meetings.

Person Responsible	Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

Monthly professional development on formative assessments.

Person Responsible	Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

Monthly professional development on feedback for formative assessments.

Person Responsible   Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

Professional development on differentiated instruction.

Person Responsible   Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

#3. Positive Culture and Environment specifically relating to attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When reviewing the school attendance data for 2021-2022, it was discovered that 23.39% of the student population missed more than 10% of instructional time. Research has shown that missed days directly impact student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	PVHS would like to see a 10% decrease in students missing 10% or more of instructional time by 10% during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The attendance team will run monthly reports to monitor student attendance.
Person responsible for monitoring outcome:	Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The attendance team will hold monthly data meetings to identify students missing school. The attendance team will hold student-parent meetings based on attendance data for those with excessive absences. The attendance team will work with MTSS/RtI to develop student attendance plans as needed.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	There is a direct relationship between school attendance and student achievement. The MTSS/RtI team can write attendance plans. The district and deans can write attendance contracts, The state Department of Transportation links attendance to driver's license status.

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.	
Developed the Attendance Team during the summer.	
Person Responsible	Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)
Set attendance expectations for students and communicate to school staff.	
Person Responsible	Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)
Hold monthly attendance team meetings where data reports are processed.	
Person Responsible	Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)
Hold student-parent attendance meetings for identified students.	
Person Responsible	Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to district data, 843 teachers were hired in the 2021-2022 school year. PVHS has experienced a decrease in teacher retention, like many other schools in the district, and has seen an influx of alternative certification teachers.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Reduce the number of teachers leaving PVHS during the 2022-23 school year by 10%, and retain new teachers beyond year three by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administration will track teacher recruitment and retention yearly.
Person responsible for monitoring outcome:	Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PVHS will work with the district to develop a New Teacher Cadre focusing on year 1-3 teachers. PVHS will assign two veteran teachers as Lead Teachers for the New Teacher Cadre. PVHS will work to ensure new teachers have certified mentor teachers. PVHS will provide monthly New Teacher Training. PVHS will provide TDE days and coaching cycles for new teachers as identified.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	District development of the New Teacher Leads and New Teacher Cadre.

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.	

Identify veteran teachers for the new teacher cadre.

Person Responsible	Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

Assign new teachers to trained veteran mentors.

Person Responsible	Fredrik Oberkehr (fredrik.oberkehr@stjohns.k12.fl.us)

PVHS Lead teachers will attend the district training monthly.

Person Responsible	Angela Hunter (angela.hunter@stjohns.k12.fl.us)

The school will host a monthly new teacher cadre.

Person Responsible	Angela Hunter (angela.hunter@stjohns.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.

The administration of PVHS works to ensure open communication between faculty, staff, students, and the community. The administration used the SAC Needs Assessment Survey to gather data related to culture and environment perspectives from staff, students, and parents.

PTO partners with the PVHS Character Counts! committee to host monthly Character Breakfast.

The Athletic Director works with the Band Director and Cheer Squad to host Wake-Up Rallies on days of home sports.

The Link Crew works to provide upperclassmen as mentors to new students and freshmen.

Administration works in partnership with PTO to provide Parent Nights by grade level.

The PVHS Arts Department hosts Lunch with the Arts annually, where student work is displayed in the courtyard.

The Academy Director worked with PTO to open a school store designed and worked by academy students.

Dr. Sanzo's Morning Wake-up announcements with daily motivations.

Ms. Japser's Meet a Shark Monday, where she provides a biography on staff members.

Fins-Up Friday school spirit dress and various themed days the last Friday of the month.

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

See above.