

Volusia County Schools

Pine Ridge High School



2023-24

Schoolwide Improvement Plan (SIP)

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Pine Ridge High School

926 HOWLAND BLVD, Deltona, FL 32738

<http://myvolusiaschools.org/school/pineridge/pages/default.aspx>

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Pine Ridge High School will ignite a passion for learning in all students to be productive citizens and result in graduating with a high school diploma within 4-years and be college and career ready.

Provide the school's vision statement.

Create life-long learners prepared to rise up in an ever-changing society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ryser, William	Principal	Initiates the convening of the School Leadership Team, provides leadership and guidance in the development of the plan, clearly explains the SIP planing process to the team and helps support their role in the process. The liason between the school and outside business partnerships and programs that support Pine Ridge High School.
Selesky, Cheryl	Assistant Principal	Instructional leader for all SWD teachers and support staff.
McMann, Danielle	Assistant Principal	Build and maintain master schedule. Oversees school counseling program. Instructional leader over mathematics.
Palmer, Adrienne	Assistant Principal	Instructional leader for ELA and reading. Oversees school improvement action steps.
Spallone, Marlo	Administrative Support	Instructional coach over advanced programs.
Goode, Mindy	Instructional Coach	Provides professional learning to all teachers, supports educational outcomes, district iniatives, and best instructional practices.
Whited, Amanda	Instructional Coach	Provides professional learning to all teachers, supports educational outcomes, district iniatives, and best instructional practices.
Grusauskas, Christina	Other	Provides resources and professional learning to career and technical education.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Leadership Team and School Advisory Council reflected on previous achievement levels and potential within the school community. Community Partnership forums were also convened to present current levels of performance and desired areas of improvement. Career and Technical Programs and Academies, and their respective Advisory Boards, provided industry related needs, wants, and recommendations. The Advancement Via Individual Determination (AVID) Site Team identifies pathways for student advancement to college and career readiness and resources necessary for student advancement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored as a running document through stocktake meetings, administrative meetings, department meetings, SLT meetings, in addition to continuous monitoring of our Look For walk through form shared with leadership team. When deficits are identified, we will develop trainings through professional development and revise the plan as needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B
	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	432	
One or more suspensions	0	0	0	0	0	0	0	0	0	274	
Course failure in ELA	0	0	0	0	0	0	0	0	0	318	
Course failure in Math	0	0	0	0	0	0	0	0	0	243	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	564	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	443	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	111	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	562

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	260
Students retained two or more times	0	0	0	0	0	0	0	0	0	138

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	44	50	42	46	51	41		
ELA Learning Gains				47			46		
ELA Lowest 25th Percentile				36			37		
Math Achievement*	25	28	38	24	33	38	20		
Math Learning Gains				36			24		
Math Lowest 25th Percentile				47			25		
Science Achievement*	70	68	64	67	30	40	71		
Social Studies Achievement*	51	59	66	59	40	48	62		
Middle School Acceleration					43	44			
Graduation Rate	83	90	89	91	65	61	90		
College and Career Acceleration	64	65	65	83	62	67	32		
ELP Progress	50	44	45	57			50		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	83

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	589
Total Components for the Federal Index	11
Percent Tested	93
Graduation Rate	91

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	4	
ELL	36	Yes	1	
AMI				
ASN				
BLK	54			
HSP	52			
MUL	57			
PAC				
WHT	61			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	3	
ELL	43			
AMI				
ASN				
BLK	50			
HSP	53			
MUL	58			
PAC				
WHT	56			
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			25			70	51		83	64	50
SWD	15			12			42	21		43	6	
ELL	17			13			48	19		37	7	50
AMI												
ASN												
BLK	42			15			65	43		67	6	
HSP	37			25			67	42		57	7	52
MUL	58			28			69				4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	48			29			75	61		68	6	
FRL	37			22			66	43		61	7	53

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	42	47	36	24	36	47	67	59		91	83	57
SWD	14	31	33	10	25	36	29	39		82	65	
ELL	18	44	44	11	20	23	43	38		93	81	57
AMI												
ASN												
BLK	32	37	37	15	36	57	54	64		84	88	
HSP	41	49	42	20	34	47	58	55		91	84	57
MUL	35	47		36	25		100			83	80	
PAC												
WHT	48	48	27	34	39	42	78	67		93	79	
FRL	38	46	37	22	34	48	61	56		89	80	57

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	46	37	20	24	25	71	62		90	32	50
SWD	18	33	31	11	24	30	55	53		78	17	
ELL	15	40	46	11	35	48	53	43		98	23	50
AMI												
ASN												
BLK	28	37	39	11	10	11	55	51		91	29	
HSP	36	48	45	19	28	32	69	56		95	28	50
MUL	33			33	42							
PAC												
WHT	49	47	24	24	25	24	76	72		86	37	
FRL	34	42	36	18	22	22	67	61		88	29	46

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	46%	45%	1%	50%	-4%
09	2023 - Spring	40%	44%	-4%	48%	-8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	32%	-17%	50%	-35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	39%	-9%	48%	-18%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	65%	0%	63%	2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	57%	-8%	63%	-14%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Mathematics achievement showed the lowest performance overall. Even though we went up by four points, earning 24 points from the previous school year, we are still 17 points below the district threshold. Last year we had several substitutes in math positions that directly impacted our overall achievement. We also did not have a math coach to support math instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Students with disabilities declined by 1 point overall in math achievement, earned 10 points. The factors that contributed to overall achievement are the fluctuation of staffing, and the modality of instruction through virtual learning and no instructional coaches.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Mathematics achievement showed the greatest gap, our school earned 25 points compared to the state average of 46 points earned, Volusia County average was 53 points making a difference of 28 points. Factors contributed to this gap were students being placed in courses without having the foundational skills to be successful, along with the modality of instruction due to staffing shortages, and no instructional coach support. The inconsistency of standard-based instruction from teachers, not having a solid walk through tool, and no coach support all contributed to the low performance.

Which data component showed the most improvement? What new actions did your school take in this area?

Mathematics lowest quartile learning gains showed an increase of 22 points earning 47 points for the 21-22 school year. Our school was 3 points higher than the district and 2 points lower than the state average. Gains were made by using district assessment data to align instruction and interventions based off of student performance.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Math, ELA, and acceleration points/attendance are all areas of concern due to being under the threshold of the district as well as the state. These areas of concern impact student proficiency rates, learning gains and graduation rate. In regard to acceleration points, too few students had been introduced to an industry certification exam in 9th and 10 grade. Emphasis on early acceleration point opportunities is an area of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Mathematics
ELA
Acceleration
Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional Practice specifically related to standards-aligned instruction in the areas of Math with a focus in the subgroups of both SWD and ELL. 2022-23 data indicated SWD Students earned a total of 10 points and ELL earned a total of 11 points.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

State student data will reflect a minimum proficiency rate of 41% or more in the subgroup of SWD students and 53% in ELL students. With consistent coaching and along with a strong walk-through Look For tool being used by all instructional coaches/teachers will make a huge impact on expectations of all students and teachers. Utilizing effective use of student achievement data in PLC's with all teachers will create consistent benchmark aligned instruction.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

District assessment data will be used to ensure students are mastering the grade level benchmarks after planning has been properly implemented. All instructional coaches, including administration will monitor target/ task alignments with Panther focus boards, classroom walkthroughs utilizing the monitoring tool, support through plc's, intergration of support facilitators, and professional development on supports for both SWD and ELL students.

Person responsible for monitoring outcome:

Danielle McMann (drmcman@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School Based Leadership Team will create a calibration walkthrough calendar. By providing collaborative planning weekly through intensive, explicit professional learning, facilitated by school-based experts (coaches) and designed to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Leadership team will meet weekly to review trends and adjust as needing, Intervention through Algebra 1 A.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Instructional Coaches with administration support will facilitate weekly grade level planning and provide support on how to develop benchmark aligned lessons.

Person Responsible: Amanda Whited (amwhited@volusia.k12.fl.us)

By When: By the end of first quarter, October 15, 2023

Construct a master schedule allowing teachers to have dedicated, common planning time, along with tiered intervention with Algebra 1A.

Person Responsible: Danielle McMann (drmcmann@volusia.k12.fl.us)

By When: By the beginning of the 2023-24 school year, August 14th.

Professional development will be given to all instructional staff on Tiered support, interventions and accommodations. MTSS professional development will support the implementation of MTSS strategies where 100% of students should receive Tier 1 support and at least 80% of students should be meeting proficiency to indicate good quality core instruction.

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

By When: All instructional staff should receive professional development by the end of first quarter, October 15, 2023.

Providing coaching cycles to assist teachers in implementation of instructional practices.

Person Responsible: Amanda Whited (amwhited@volusia.k12.fl.us)

By When: This should continue through the entire school year of 2023-24.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional Practice specifically related to standards-aligned instruction in the areas of ELA with a focus in the subgroups of both SWD and ELL. 2022-23 data indicated SWD Students earned a total of 36 points and ELL earned a total of 43 points.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2022-23 data indicated a proficiency rate of 36 points in ELA for the subgroup of SWD and 43 points for ELL students. State student data will reflect a minimum proficiency of 41% or more in ELA. Our schools goal is 46% for SWD and 53% for our ELL students. With having both an academic and Math Coach going into this school year, the impact these supports will have in the classroom along with a strong walk-through Look For tool being used by all instructional coaches/teachers will make a huge impact on expectations of all students and teachers. Utilizing effective use of student achievement data in PLC's with all teachers will create consistent benchmark aligned instruction.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

PM 1,2, and 3 from district assessment platforms will be used to ensure that students are mastering grade level benchmarks after planning has been properly implemented. Instructional coaches and administration will monitor/task alignment through weekly focused classroom walkthroughs using the Look For walkthrough tool.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School Based Leadership Team will create a calibration walkthrough calendar. By providing collaborative planning weekly through intensive, explicit professional learning, facilitated by school-based experts (coaches) and designed to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Leadership team will meet weekly to review trends and adjust as needing, utilizing tiered instruction through reading as an intervention.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

School Based Leadership Teams will create calibration walkthrough calendar.

Person Responsible: Mindy Goode (mgoode@volusia.k12.fl.us)

By When: By the beginning of the 2023-24 school year, August 14th.

Instructional Coaches with administration support will facilitate weekly grade level planning and provide support on how to develop benchmark aligned lessons.

Person Responsible: Mindy Goode (mgoode@volusia.k12.fl.us)

By When: By the end of first quarter, October 15, 2023

Create a school calendar that includes assessment dates, Professional Learning sessions and data meetings.

Person Responsible: Mindy Goode (mgoode@volusia.k12.fl.us)

By When: By the beginning of the 2023-24 school year, August 14th.

Professional development will be given to all instructional staff on Tiered support, interventions and accommodations. MTSS professional development will support the implementation of MTSS strategies where 100% of students should receive Tier 1 support and at least 80% of students should be meeting proficiency to indicate good quality core instruction.

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

By When: All instructional staff should receive professional development by the end of first quarter, October 15, 2023 and throughout the school year based on the data reviewed.

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive Culture and environment with specific focus in student attendance and college career acceleration (CCA). In order to create positive culture and environment it is imperative to have students on campus every day.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Graduating class of 2024 based on current scheduling should earn a CCA score of 71%. Overall 28% of students had attendance below 90% for the 2022-2023 school year. With having both an academic and Math Coach going into this school year, the impact these supports will have in the classroom along with a strong walk-through Look For tool being used by all instructional coaches/teachers will make a huge impact on expectations of all students and teachers. Utilizing effective use of student achievement data in PLC's with all teachers will create consistent benchmark aligned instruction.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our graduating class of 2024 currently has a CCA score of 42%. 29% of this cohort is currently enrolled in a potential CCA class. This means that a 71% CCA score is an attainable goal. In addition, 28% of our student populations is below 90% in attendance. Our goal is to reduce students with high absenteeism by 10%.

Person responsible for monitoring outcome:

Christina Grusauskas (cbgrusau@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School leadership team along with all instructional leaders will continuously pull attendance data and meet with both students and parents, incentive/ MTSS, and attendance contracts to increase attendance. Utilizing our CTE Coordinator, instructional coaches and administration to conduct weekly walkthroughs using the walkthrough tool, reviewing data to ensure teachers are aligning instruction with benchmarks and teaching to rigor.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

MTSS will identify those students needing level 2 and 3 supports, with the continuous monitoring of attendance and data reviews, this should increase our student attendance rate.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

SEL TOA's will pull attendance data and meet with both students and parents, incentive programs, and attendance contracts to increase attendance.

Person Responsible: Danielle Gregory (dgregory@volusia.k12.fl.us)

By When: Continuous throughout the school year of 2023-24.

Bootcamps prior to all CCA exams

Person Responsible: Christina Grusauskas (cbgrusau@volusia.k12.fl.us)

By When: Continuous throughout the school year 2023-24.

School Counseling team to make sure all students have an opportunity to earn CCA starting their freshman year.

Person Responsible: Danielle McMann (drmmcman@volusia.k12.fl.us)

By When: By the end of first quarter, October 15th.

#4. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Exceptional Student Education subgroup at Pine Ridge High School has been identified for ATSI based upon three year trend data.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With coaching support for teachers, the Exceptional Student Education proficiency rates in reading and math will attain 41% in Federal Performance Indicator.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Support facilitation support in English Language Arts and Mathematics class will implement interventions, supports and accommodations to support students accessing appropriate grade level benchmarks and learning indicators. Progress monitoring on Volusia Battery of Assessments (VBA) and FAST Progress Monitoring 1, 2, & 3 will be utilized to monitor student progress toward goal attainment.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Explicit teacher instruction correlated to benchmark and task alignment will be implemented. Collaboration and planned questioning of ESE students in ELA and math classes are daily interventions.

Interventions in Extended Learning Opportunities will be available during daily office hours and after school intervention tutoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

ESE students will be assessed at grade level benchmark level and will therefore receive instruction with appropriate intervention and accommodation on grade level at benchmark level.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Support Facilitation Staff will participate as member of assigned Professional Learning Communities with regular education ELA and math teachers during the 2023-2024 school year.

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

By When: Beginning the week of 8-210-2023, ESE support facilitators will meet with regular education ELA and math teachers in Professional learning communities.

Extended Learning Opportunities will be provided for ESE students in reading and math beyond the regular instructional day. Office hours, after school, and summer intervention learning opportunities will be provided as Extended Learning Opportunities.

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

By When: Extended Learning Opportunity intervention will begin the week of 8-20-2023.

Professional development will be given to all instructional staff on Tiered support, interventions and accommodations for students with Individualized Education Plans. ESE professional development will support the implementation of ESE strategies where 100% of students should receive Tier 1 support and at least 80% of students should be meeting proficiency to indicate good quality core instruction.

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

By When: ESE Professional Learning for staff will begin the week of 8-7-2023.

Professional development will be given to all instructional staff on Tiered support, interventions and accommodations for students with Individualized Education Plans. ESE professional development will support the implementation of ESE strategies where 100% of students should receive Tier 1 support and at least 80% of students should be meeting proficiency to indicate good quality core instruction.

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

By When: ESE Professional Learning for staff will begin the week of 8-7-2023.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

As an ATSI identified school, the process to review school improvement funding allocations and ensure resources are allocated based on needs pertains to the Students with Disabilities.

Progress monitoring of student proficiency and learning gains for Exceptional Student Education drives resource allocation decisions to ensure the special needs of the ESE student population are met.

A dedicated ESE Assistant Principal leads the departmental efforts to provide ESE student accommodations and monitor implementation outcomes.

ESE support facilitation and self contained intervention and support as outlined in Individual Education Plans are implemented and monitored in support facilitation logs and review school improvement funding allocations and ensure resources are allocated based on needs.

Support facilitation staffing alignment is based upon demonstrated student progress and achievement and aligned to Individual Education Plans

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) is presented to all faculty and staff by building administration. This occurs initially at pre-planning week faculty meetings. The plan is revisited each month at building faculty meetings.

It is also presented at the School Advisory Council and at each of our three scheduled Title I parent nights. SIP and the Family Community Engagement plan are also available for stakeholders in the main office and is posted on our school website. The school website is located at <https://www.pineridgehighschool.com/>.

SIP Annual Stock Take Mid Year Review will also be provided to School Leadership Team and again presented to the School Advisory Council.

Mid Year SIP Stock Take Review will also be shared with overview at building faculty meeting and then strategically shared within each respective department in Professional Learning Communities.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The mantra of Panthers Rising is communicated in re-branding effort school and community wide. Positive and unifying character messages are communicated aloud in messages to students via intercom, parents via school messenger, and on social media throughout our community.

Providing outreach opportunities for the community to partner with the school is paramount. Special community events such as Hispanic Heritage Month, Fine and Performing Arts Showcases, Black History Month and periodic student awards ceremonies are opportunities for families and community members to build relationships as a unified school community family.

The school website is located at <https://www.pineridgehighschool.com/> and is used to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

Additional efforts are being made to produce Panther Prime Time, a weekly student produced video update to school stakeholders.

The Panther Press weekly family and community newsletter is also published on the school website and distributed on social media.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The instructional coaching cycle is being implemented with the addition of two academic coaches and three social and emotional teachers on assignment. Strategic classroom observations are scheduled weekly and conducted by academic coaches and departmental building administrators to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

Data collection from classroom walkthrough is done through a real time digital submission and then available for disaggregation by teacher and department. Disaggregated classroom walkthrough data is then utilized in Professional Learning Communities to review and improve on trend data observed in Professional Learning Communities.

Enrollment in advanced programs and acceleration point dual enrollment and CTE courses is also a priority for student scheduling. Students are enrolled in challenging coursework and introduced upon entry into the 9th grade in the Cambridge Program. The Cambridge Coordinator and CTE Facilitator work closely with the school counseling team to ensure this occurs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The School Improvement Plan is developed with the anticipated arrival of Title I and ESSER funds. These supplemental funds will be directed to improvements in math, English Language Arts and College and Career Readiness.

Before school, school day, after school and summer extended learning opportunities funded through supplemental Federal funds will be used to support the school Improvement Plan in this manner.

Direct services to students for extended learning opportunities as well as professional learning opportunities for staff will be the priority for federal funding expenditure.

Limited additional Federal Funding will be afforded to the acquisition of supplies to support improvements in math, ELA, and College and Career Readiness.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school has four grade level school counselors as well as three Social Emotional Teachers on Assignment to ensure counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school has four grade level school counselors as well as three Social Emotional Teachers on Assignment that work in cooperation with our Career Technical Education Coordinator and Advanced Programs Coordinator to introduce students to build awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The Multi-Tiered Systems of Supports is coordinated by a Social Emotional Teacher on Assignment in the school counseling wing and the Exceptional Student Education Assistant Principal. MTSS and ESE are coordinated to implement a schoolwide tiered model to prevent and address problem behavior, and early intervening services.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development will be given to all instructional staff on improved instructional practice. Professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects such as math, ELA science and ESE.

A Professional Learning calendar has been established for extended day professional learning, faculty meeting professional learning and targeted departmental professional learning when teachers learn in Professional Learning Communities.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A