

St. Johns County School District

Ponte Vedra High School



2023-24

Schoolwide Improvement Plan (SIP)

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Ponte Vedra High School

460 DAVIS PARK RD, Ponte Vedra, FL 32081

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

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.

Empowering Every Learner to Develop Good Character and Achieve Success.

Provide the school's vision statement.

Vision: What do we hope to become?

A Professional Learning Community.

Classrooms are supportive of all students.

Inspire academic curiosity and preparedness for post-secondary success.

Promote individuality.

Involved and engaged with the general school community.

Create a safe environment.

Provide a positive high school experience.

Perpetuate life-long learning.

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
Oberkehr, Fredrik	Principal	Dr. Oberkehr is the educational leader responsible for managing the policies, regulations, and procedures to ensure 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 improvement areas, hiring and training staff, and serving as LEA.
Sanzo, Steven	Assistant Principal	Meeting with parents to discuss student behavior or educational concerns, evaluating teachers and learning material to determine improvement areas, supervise grounds and facility maintenance, and serve as Lead admin on TAT.
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 Rtl meetings.

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.

To ensure that all stakeholders have a voice in the SIP development, PVHS engages stakeholders through various means, including surveys, focus groups, and town hall meetings. The input provided by stakeholders is then used to inform the development of the SIP. This includes identifying areas of strength and weakness, setting goals and objectives, and identifying strategies for improvement. It is essential that the SIP reflects the input of all stakeholders and that their priorities are considered.

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 is monitored by implementing the action steps with timelines attached. Additionally, data from FAST progress monitoring, common district summatives, and common PLC formatives help monitor the school's progress toward the desired goals. The administration holds monthly data conversations with teacher teams to evaluate progress and adjust the plan to ensure the targeted student achievement goals are reached. SIP updates are provided to the SAC regularly, too.

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	No
2022-23 Minority Rate	19%
2022-23 Economically Disadvantaged (FRL) Rate	2%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) Asian Students (ASN) 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: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

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*	77	71	50	81	74	51	82		
ELA Learning Gains				67			67		
ELA Lowest 25th Percentile				56			58		
Math Achievement*	82	61	38	84	50	38	82		
Math Learning Gains				65			50		
Math Lowest 25th Percentile				60			56		
Science Achievement*	93	86	64	91	70	40	90		
Social Studies Achievement*	89	82	66	94	59	48	91		
Middle School Acceleration					47	44			
Graduation Rate	99	94	89	98	84	61	98		
College and Career Acceleration	73	64	65	75	86	67	69		
ELP Progress		51	45						

** 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)	N/A
OVERALL Federal Index – All Students	86
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	513
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	99

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	771
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	98

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	55			
ELL	50			
AMI				
ASN	91			
BLK				
HSP	85			
MUL	87			
PAC				
WHT	86			

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	71			

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	54			
ELL	80			
AMI				
ASN	88			
BLK	63			
HSP	76			
MUL	74			
PAC				
WHT	77			
FRL	71			

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	77			82			93	89		99	73	
SWD	39			50			63	53		27	6	
ELL	50										1	
AMI												
ASN	86			91			96			83	5	
BLK												
HSP	67			85			97	89		73	6	
MUL	76			72			95			92	5	

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	77			82			93	90		72	6	
FRL	62			77						47	4	

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	81	67	56	84	65	60	91	94		98	75	
SWD	35	45	45	49	53	51	59	80		97	26	
ELL	80	80										
AMI												
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					
PAC												
WHT	81	67	58	84	65	58	91	95		98	75	
FRL	76	38		73			91			100	46	

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	82	67	58	82	50	56	90	91		98	69	
SWD	41	53	54	45	34	36	54	69		97	17	
ELL												
AMI												
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					
PAC												
WHT	82	66	59	84	51	59	91	91		98	68	
FRL	50	38		67	38			91		97	38	

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	81%	73%	8%	50%	31%
09	2023 - Spring	75%	70%	5%	48%	27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	78%	6%	50%	34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	67%	17%	48%	36%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	86%	6%	63%	29%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	82%	7%	63%	26%

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.

When reviewing the ESSA School Comparison Data for 2022, PVHS needs to address the ELA Lowest 25th Percentile. This was the lowest performance for PVHS, with a 56% pass rate. The category remained above the state (41%) and district (52%) scores. When reviewing school data by subgroup, PVHS needs to address ELA Achievement (35%) and College and Career Readiness (26%) for the SWD population. When reviewing the 2022 school data, it is evident that the COVID-19 pandemic has impacted student performance in ELA, specifically those students with disabilities. The combination of the increased student population, lack of instructional time in the brick-and-mortar setting, and the current teacher shortage have all contributed to the drop in student achievement scores for 2022. Factors such as changing state standards, new textbook adoption, and shifting from FSA to FAST could also contribute to the decline in ELA data.

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

When reviewing FSA data from 2021 to 2022, the area with the most significant decline for PVHS was ELA Lowest 25% from 58% TO 56%. The data indicates that students are still suffering from the Covid-19 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.

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.

When reviewing the 2022 ESSA data for PVHS with the state data, PVHS scored above the state average in all categories. The largest gap occurred in Math Achievement, with PVHS reaching 84% compared to 41% for the state. This 43-point higher pass rate can be attributed to the efforts made by the PVHS to address the lost math skills during the COVID-19 pandemic. The administrative team, math teachers, ESE support teachers, and math tutors worked diligently during the 2021 and 2022 school year to design weekly lessons based on formative and summative data. These lessons were designed to provide targeted intervention based on student needs to fill learning gaps experienced during remote learning. Students that failed to make adequate gains were referred to MTSS for additional support. PVHS paid a lot of attention to recovering from math learning loss during the pandemic.

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

When reviewing the 2022 data compared to the 2021 data, PVHS showed the most improvement in Math Learning Gains (increased by 15 points), followed by College and Career Acceleration (increased by 6 points). Actions that contributed to the 15-point increase in Math Learning Gains are the implementation of the 2021 SIP. The plan was written to address learning loss in math that resulted from the COVID-19 pandemic. The plan was implemented, and student achievement was continuously monitored through district and PLC common assessments. Regular data chats occurred between teachers and administration, thus allowing for adjustments in teacher/student support along the way. The increase in Career and College Acceleration can be attributed to the work of the Academy Coordinator in ensuring academy content and certification exams aligned with current industry expectations.

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

Attendance is the most significant concern when reviewing the EWS data of PVHS from the 2023 school year. When looking at grade-level data, the 12th-grade class had 34.59% of students absent more than

10% of the time—followed by 32.51% for 11th grade, 24.56% for 10th grade, and 17.86% for 9th grade. It should be noted that PVHS had 10.64% of the 12th-grade class with two or more indicators and still achieved a 98% graduation rate.

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

1. Achievement of Students with Disabilities in both Math and ELA.
2. Overall ELA achievement.
3. Percent of Students Absent more than 10%.
4. School Culture.
5. Communication with stakeholders.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 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.

When looking at the School Data for 2021 compared to 2022, the SWD subgroup had the most significant ELA performance data decline. The data shows a decline in all three areas related to ELA achievement. 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 classes. The administration will participate in quarterly data chats with the individual PLCs/ departments.

Person responsible for monitoring outcome:

Jeannine O'Brian (jeannine.obrian@stjohns.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.)

The use of progress monitoring for data-driven instruction in ELA.

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 and standard 10th-grade ELA.

The use of core phonics, fluency, and morphology intervention in the intensive reading classes.

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

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

Implementation of reading across the content area.

Individual student data chats with goal setting for all 9th and 10th grade ELA students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The use of progress monitoring data is research-based and supported by Florida DOE.

John Hattie has identified collective teacher efficacy, formatives, feedback, and student goal setting as high-yield strategies in Visible Learning.

The district's comprehensive reading plan includes using Achieve 3000, core phonics, fluency, and morphology for targeted intensive reading support.

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

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.

Student data chats with goal setting.

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

By When: Before the first administration of FAST Progress Monitoring, and after each administration of FAST Progress Monitoring.

Identification of Code A/B students.

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

By When: The first week of school.

Diagnostic data collection related to core phonics and oral reading fluency of all code A/B students.

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

By When: The first month of school.

Weekly PLC meetings for ELA teams with data discussions.

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

By When: Weekly; all year.

FAST Progress Monitoring will be administered to students three times.

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

By When: Per the state testing windows (fall, winter, spring).

Quarterly PLC data chats with the administrative team.

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

By When: October, January, March, May

Development of ELA tutor schedule based on student performance data.

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

By When: The first week of school and at the end of quarter one.

District common assessments.

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

By When: Per the district assessment window.

Purchase of Achieve 3000 for 10th grade ELA classes.

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

By When: The first month of school.

Staff training on CRISS reading strategies and reading across content areas.

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

By When: The first quarter of school.

All Means All professional development series for all PVHS staff.

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

By When: Sept, Oct, and January.

#2. 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.

When reviewing the school attendance data for 2023, it was discovered that 27.20% of the student population missed more than 10% of instructional time. This is an increase from the 2022 year at 23%. 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 a 10% decrease in students missing 10% or more instructional time with a continued decline in this Early Warning Indicator over the next three years.

Monitoring:

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

In partnership with MTSS, the attendance team will monitor student attendance reports monthly. In addition to monitoring quantitative data, the attendance team will work to gather qualitative data related to the reasons behind the attendance issues for chronic cases.

Person responsible for monitoring outcome:

Steven Sanzo (steven.sanzo@stjohns.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.)

PVHS will implement the SJCS D Attendance Policy as stated in the student code of conduct. The MTSS team will become more involved in monitoring student attendance issues through attendance plans that require regular monitoring and parent meetings every six weeks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the National Center for Education Statistics, the primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. High school dropouts have been found to exhibit a history of negative behaviors, including high levels of absenteeism throughout their childhood, at higher rates than high school graduates. By ninth grade, attendance was shown to be a key indicator significantly correlated with high school graduation.

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.

Administrative meeting to review attendance data for the last two years.

Person Responsible: Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)

By When: Summer of 2023

Sharing of Attendance data with school staff.

Person Responsible: Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)

By When: The first month of school.

Review the list of students with ten or more unexcused days from the year before.

Person Responsible: Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)

By When: The first month of school.

Send home letters notifying parents of excessive unexcused absences for the previous year to those students missing ten or more days.

Person Responsible: Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)

By When: The first month of school.

Communicate attendance data to PTO and SAC to ensure all stakeholders are involved in the conversation.

Person Responsible: Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)

By When: First PTO and SAC meeting of the year.

We are connecting student parking privileges to attendance records.

Person Responsible: Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)

By When: Monitored regularly for all students with a current parking pass and used in the application process for future parking passes next school year.

The school will share concerns about attendance at the High School Task Force meeting to gather additional ideas from other high schools with better attendance rates.

Person Responsible: Haley Jasper (haley.jasper@stjohns.k12.fl.us)

By When: First HSTF meeting of the year.

MTSS will support the attendance team by creating attendance plans that will be monitored every six weeks. Additionally, MTSS will meet with parents of active attendance plans on six-week rotations.

Person Responsible: Haley Jasper (haley.jasper@stjohns.k12.fl.us)

By When: Weekly MTSS meetings.

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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.

There was a decrease in teacher professional learning opportunities during the COVID-19 pandemic to accommodate safety protocols. The staff has changed over the last five years, resulting in many newer teachers to PVHS or education that do not have the same knowledge and experience with specific educational strategies. With the increase of alternative certification teachers in the build and the focus on SWD in the ESSA goal, there is a natural connection between instruction learning and the school goal.

Measurable Outcome:

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

The school will host three staff professional learning sessions focused on supporting SWD in all classes. This will be documented in the professional learning calendar. The SWD performance data on the end-of-year state assessments will help identify the success of the goal.

Monitoring:

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

The goal will be monitored by the execution of the planned professional learning sessions, attendance at the sessions, teacher reflective documents after the session, and student scores on the state assessment.

Person responsible for monitoring outcome:

Jeannine O'Brian (jeannine.obrian@stjohns.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.)

Three sessions related to supporting students with disabilities will be conducted during monthly faculty work sessions. These sessions will be followed up with teachers implementing learned strategies, reflection on implementation, and individual coaching cycles as needed for additional support. Teacher input on professional learning was collected from the annual PVHS Professional Learning Survey in May.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A team of PVHS staff attended the Solution Tree Yes We Can! workshop in May of 2023. The team is now sharing the learning with the PVHS staff to support the SWD achievement scores in ELA. This professional learning opportunity combines evidence-based instructional practices, working towards the ESSA goal, and satisfying teacher desire for professional learning opportunities.

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.

PVHS sent a team to the Solution Tree, Yes We Can! professional learning conference.

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

By When: May 2023

The team that attended the Solution Tree conference debriefed the administrative team on the event and how to incorporate these strategies at PVHS.

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

By When: Summer 2023

The Yes We Can team developed a three-session professional learning series to implement with PVHS staff called All Means All.

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

By When: Session 1: July 2023 Session 2: September 2023 Session 3: October 2023

Sessions of All Means All submitted to the district for approval.

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

By When: Aug 2023, Oct 2023, Nov 2023

Sessions of All Means All delivered to PVHS staff during faculty work sessions.

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

By When: Sept 13, Jan 10, April 10

Teachers plan a lesson using the All Means All training strategies, reflect on the training, and submit documentation to ILC for points.

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

By When: Oct 13, Feb 10, May 10

All Means All team provides staff additional support through individual coaching cycles as needed.

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

By When: As needed.

#4. Positive Culture and Environment specifically relating to Other**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.

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, and goals, and employing school improvement strategies that impact the school culture and environment.

Measurable Outcome:

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

PVHS will achieve higher ratings on the SAC Needs Assessment Survey for communications, culture, and environment topics when comparing data from the 2022 SAC NAS.

Monitoring:

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

SAC Needs Assessment Survey from students, parents, and staff.

Person responsible for monitoring outcome:

Angela Hunter (angela.hunter@stjohns.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.)

PVHS will continue implementing open, two-way communication between school leadership and stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that involving all stakeholders in open, two-way communication positively impacts student achievement and school culture.

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.

Review SAC Needs Assessment Survey data from the prior year, identifying trends.

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

By When: May 2023

Based on SAC NAS data, the administrative team meets to brainstorm ideas for the upcoming year.

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

By When: Summer 2023

The administrative team meets with PTO, SAC, and student committees to open two-way conversations on school communication and culture goals.

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

By When: The first month of the school year.

Schedules Fins-Up Fridays for the school year.

Person Responsible: Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)

By When: July 2023

Meet a Shark Monday.

Person Responsible: Haley Jasper (haley.jasper@stjohns.k12.fl.us)

By When: Weekly

Wake-Up rallies for home athletic events.

Person Responsible: Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)

By When: Monthly

Character Counts Breakfast

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

By When: Monthly

Lunch with the Arts

Person Responsible: Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)

By When: Fall and Spring

Link Crew Hosts Freshman Fest

Person Responsible: Steven Sanzo (steven.sanzo@stjohns.k12.fl.us)

By When: August 2023

Parent Nights

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

By When: The first month of school

Family Nights

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

By When: Sept 13, Nov 15, Feb 7, April 10