

Volusia County Schools

PINE RIDGE HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Julian Doster

Position Title

Principal

Job Duties and Responsibilities

Initiates the convening of the School Leadership Team, provides leadership and guidance in the development of the plan, clearly explains the SIP planning process to the team and helps support their role in the process. Instructional leader over mathematics. The liaison between the school and outside business partnerships and programs that support Pine Ridge High School.

Leadership Team Member #2

Employee's Name

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

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional leader for all SWD teachers and support staff.

Leadership Team Member #3

Employee's Name

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

Position Title

Assistant Principal

Job Duties and Responsibilities

Build and maintain master schedule. Oversees school counseling program. Instructional leader over science and ELL.

Leadership Team Member #4

Employee's Name

Michele C. Brown

Position Title

Assistant Principal (mcbrown@volusia.k12.fl.us)

Job Duties and Responsibilities

Instructional leader for ELA and reading. Oversees school improvement action steps, CTE Academies, and TitleI.

Leadership Team Member #5

Employee's Name

Jamie Robinson (jtrobins@volusia.k12.fl.us)

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional leader over social studies. Oversees EWS & MTSS.

Leadership Team Member #6

Employee's Name

Amanda Whited (amwhited@volusia.k12.fl.us)

Position Title

Instructional Coach

Job Duties and Responsibilities

Provides professional learning to all teachers, supports educational outcomes, district initiatives, and best instructional practices specifically related to math and science.

Leadership Team Member #7

Employee's Name

Michelle Farmer (mafarmer@volusia.k12.fl.us)

Position Title

Instructional Coach

Job Duties and Responsibilities

Provides professional learning to all teachers, supports educational outcomes, district initiatives, and best instructional practices specifically related to ELA and social studies.

Leadership Team Member #8

Employee's Name

Roger Bismore (rwbismore@volusia.k12.fl.us)

Position Title

Dean

Job Duties and Responsibilities

Oversees PBIS and assists with student discipline, EWS and MTSS.

Leadership Team Member #9

Employee's Name

Michelle Wise (mdwise@volusia.k12.fl.us)

Position Title

CTE Coordinator

Job Duties and Responsibilities

Provides resources and professional learning to career and technical education.

Leadership Team Member #10

Employee's Name

Danielle Gregory (dgregory@volusia.k12.fl.us)

Position Title

Assurance TOA

Job Duties and Responsibilities

Oversees Graduation Assurance. MTSS chair and assists with student services.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 College and Career Readiness 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be monitored as a living document through progress monitoring meetings, administrative meetings, department meetings, PLCs, 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	63.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	99.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	107	133	90	103	433
One or more suspensions	109	107	44	35	295
Course failure in English Language Arts (ELA)	16	126	82	29	253
Course failure in Math	9	55	48	43	155
Level 1 on statewide ELA assessment	157	170	108	101	536
Level 1 on statewide Algebra assessment	142	146	85	63	436

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	132	192	111	83	518

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	2	1	1	0	4
Students retained two or more times	8	16	14	16	54

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	47	51	55	43	44	50	42	46	51
ELA Grade 3 Achievement **									
ELA Learning Gains	58	56	57				47		
ELA Learning Gains Lowest 25%	57	55	55				36		
Math Achievement *	40	45	45	25	28	38	24	33	38
Math Learning Gains	53	51	47				36		
Math Learning Gains Lowest 25%	53	53	49				47		
Science Achievement *	73	73	68	70	68	64	67	30	40
Social Studies Achievement *	70	69	71	51	59	66	59	40	48
Graduation Rate	93	93	90	83	90	89	91	65	61
Middle School Acceleration								43	44
College and Career Readiness	60	66	67	64	65	65	83	62	67
ELP Progress	67	52	49	36	44	45	57		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	671
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	55%	54%	45%		49%	50%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	42%	No		
English Language Learners	51%	No		
Asian Students	55%	No		
Black/African American Students	56%	No		
Hispanic Students	59%	No		
Multiracial Students	63%	No		
White Students	68%	No		
Economically Disadvantaged Students	59%	No		

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%
Students With Disabilities	36%	Yes	4	
English Language Learners	36%	Yes	1	
Black/African American Students	54%	No		
Hispanic Students	52%	No		
Multiracial Students	57%	No		
White Students	61%	No		
Economically Disadvantaged Students	52%	No		

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%
Students With Disabilities	36%	Yes	3	

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%
English Language Learners	43%	No		
Native American Students				
Asian Students				
Black/African American Students	50%	No		
Hispanic Students	53%	No		
Multiracial Students	58%	No		
Pacific Islander Students				
White Students	56%	No		
Economically Disadvantaged Students	52%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	47%		58%	57%	40%	53%	53%	73%	70%		93%	60%	67%
Students With Disabilities	17%		48%	56%	22%	39%	50%	43%	38%		85%	26%	
English Language Learners	20%		51%	52%	31%	52%	57%	63%	45%		89%	30%	67%
Asian Students	60%		50%										
Black/African American Students	43%		57%	56%	27%	48%	52%	64%	68%		96%	48%	
Hispanic Students	43%		60%	57%	37%	46%	45%	70%	64%		93%	60%	71%
Multiracial Students	55%		50%		55%	60%		82%	73%		92%	36%	
White Students	53%		57%	63%	53%	65%	70%	82%	75%		93%	65%	
Economically Disadvantaged Students	44%		56%	52%	36%	50%	50%	70%	65%		93%	54%	75%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	36%
Students With Disabilities	15%				12%			42%	21%		83%	43%	
English Language Learners	17%				13%			48%	19%		69%	37%	50%
Black/African American Students	42%				15%			65%	43%		89%	67%	
Hispanic Students	37%				25%			67%	42%		82%	57%	52%
Multiracial Students	58%				28%			69%			73%		
White Students	48%				29%			75%	61%		83%	68%	
Economically Disadvantaged Students	37%				22%			66%	43%		82%	61%	53%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	14%		31%	33%	10%	25%	36%	29%	39%		82%	65%	
English Language Learners	18%		44%	44%	11%	20%	23%	43%	38%		93%	81%	57%
Native American Students													
Asian Students													
Black/African American Students	32%		37%	37%	15%	36%	57%	54%	64%		84%	88%	
Hispanic Students	41%		49%	42%	20%	34%	47%	58%	55%		91%	84%	57%
Multiracial Students	35%		47%		36%	25%		100%			83%	80%	
Pacific Islander Students													
White Students	48%		48%	27%	34%	39%	42%	78%	67%		93%	79%	
Economically Disadvantaged Students	38%		46%	37%	22%	34%	48%	61%	56%		89%	80%	57%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	46%	51%	-5%	53%	-7%
Ela	9	43%	49%	-6%	53%	-10%
Biology		70%	68%	2%	67%	3%
Algebra		22%	49%	-27%	50%	-28%
Geometry		38%	47%	-9%	52%	-14%
History		67%	65%	2%	67%	0%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		24%	15%	9%	36%	-12%
Algebra		10%	14%	-4%	16%	-6%
Geometry		31%	21%	10%	21%	10%
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		16%	15%	1%	17%	-1%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Social Studies showed the most improvement, which went from 51 percent proficiency to 69 percent proficiency. Actions taken: Intentional teacher and student placement, district support and small group intervention.

Lowest Performance

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

Math improved, however, was our lowest performing subject (geometry & algebra1). Student proficiency went from 25 to 39. Class placements may have contributed and course teachers had multiple preps.

Greatest Decline

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

None, all data components increased.

Greatest Gap

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.

Mathematic achievement showed the greatest gap, our school earned 38 points in Geometry compared to the state average of 48 points earned. Volusia County average was 41 points making a difference of 3 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 and staffing shortages in the content area the previous school year.

EWS Areas of Concern

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 10th and 11th grade. Emphasis on early acceleration point opportunities is an area of concern.

Highest Priorities

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

Math

ELA

Acceleration

Attendance

ESSA Subgroups (MTSS/SWD/ELL)

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, ELA, Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Instructional Practice for Benchmark-Aligned Instruction in Math and ELA

Focus Areas: Students with Disabilities (SWD) and English Language Learners (ELL)

Current Data (2023-24):

- **Math Proficiency:**
 - School-wide: 39%
 - SWD: 21%
 - ELL: 35%
- **ELA Proficiency:**
 - School-wide: 47%
 - SWD: 17%
 - ELL: 36%

Both SWD and ELL subgroups are performing below the school-wide proficiency rates and the Federal Percent of Points Index (FPPI) of 41%. Notably, SWD have not met this threshold for three consecutive years.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Improving Student Proficiency in SWD and ELL Subgroups

Proficiency Goals:

- **Students with Disabilities (SWD):** Minimum proficiency rate of 41%
- **English Language Learners (ELL):** Minimum proficiency rate of 53%

Key Strategies:

1. Consistent Coaching and Observation:

- Implement a robust coaching program supported by a comprehensive walk-through "Look For" tool.

- Ensure that all instructional coaches and teachers use this tool to set high expectations for both students and teachers.

2. **Data-Driven Instruction in PLCs:**

- Utilize student achievement data effectively during Professional Learning Communities (PLCs) with all teachers.
- Focus on creating consistent, benchmark-aligned instruction based on data insights.

By integrating these strategies, we aim to significantly improve the proficiency rates of SWD and ELL students, ensuring that all students meet or exceed the set benchmarks.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Implementation and Monitoring Strategies:

1. **Use of District Assessment Data:**

- Employ district assessment data to verify that students are mastering grade level benchmarks following the implementation of planned instruction.

2. **Monitoring and Support:**

- All instructional coaches, along with administration, will oversee target and task alignments using Panther Focus Boards.
- Conduct regular classroom walkthroughs utilizing a comprehensive monitoring tool to ensure instructional consistency and quality.
- Provide ongoing support through Professional Learning Communities (PLCs), facilitating collaboration and data-driven instruction among teachers.

3. **Integration of Support Facilitators:**

- Incorporate support facilitators to assist in addressing the unique needs of SWD and ELL students, enhancing their learning experience.

4. **Professional Development:**

- Offer professional development focused on effective strategies and supports for both SWD and ELL students, equipping teachers with the skills necessary to meet diverse learning needs.

By implementing these strategies, we aim to ensure that students achieve mastery of grade level benchmarks, thereby improving proficiency rates for SWD and ELL students.

Person responsible for monitoring outcome

Amanda Whited & Michelle Farmer

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

School Based Leadership Team will create a calibration walkthrough plan. By providing collaborative planning 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 amongst staff.

Rationale:

Leadership team will meet weekly to review trends and adjust as needed in Math & ELA.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Math Coaching

Person Monitoring:

Amanda Whited (amwhited@volusia.k12.fl.us)

By When/Frequency:

By end of first quarter 10/11/24/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Math Scheduling

Person Monitoring:

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

By When/Frequency:

8/12/24/Adjust as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

ELA Coaching

Person Monitoring:

Michelle Farmer (maf farmer@volusia.k12.fl.us)

By When/Frequency:

By end of first quarter 10/11/24/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional Coaches with administration support will facilitate weekly grade level planning and provide support on how to develop benchmark aligned lessons. Create calendar that includes assessment dates, professional learning sessions and data meetings.

Action Step #4

Professional Development

Person Monitoring:

Danielle Gregory (dgregory@volusia.k12.fl.us)

By When/Frequency:

9/1/24/On-going support

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development will be given to all instructional staff on tiered support, intervention and accommodations. MTSS professional development will support the implementation of MTSS strategies where 100 percent of students receive tier 1 support and at least 80 percent of students should be meeting proficiency to indicate high quality core instruction.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Reduce chronic absenteeism by the end of school year 24-25. In order to create a positive culture and environment it is imperative to have students on time and on campus daily.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on prior year data, chronic absenteeism will be reduced from 38 percent to 28 percent.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

School leadership team along with all instructional leaders will continuously pull attendance data and meet with both students and parents. Incentives/MTSS and attendance contracts will be used to increase attendance.

Person responsible for monitoring outcome

Roger Bismore (rwbismor@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Identify and monitor students in need of Tier 2 and 3 support.

Rationale:

MTSS will identify those students needing tier 2 and tier 3 supports, with a continuous monitoring of attendance and data reviews, this should decrease chronic absences.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance Support

Person Monitoring:

Danielle Gregory (dgregory@volusia.k12.fl.us)

By When/Frequency:

8/5/24/On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Assurance TOA will pull attendance data and meet with counselors, students and parents. Create incentive programs and attendance contracts.

Action Step #2

Attendance Mentors

Person Monitoring:

Roger Bismore (rwbismor@volusia.k12.fl.us)

By When/Frequency:

8/5//24/On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Train teachers to monitor and the steps to take when a student misses (3) school days within a grading period. Teachers and staff will build positive relationships with identified students prior to start of school year and throughout school year.

Area of Focus #2

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

To enhance student engagement and create a positive school culture, it is important to align students with CCA-eligible pathways that match their interests and abilities. When students are placed in pathways that suit them, they are more likely to attend classes regularly and actively participate. However, the 2023-24 data shows that the student passing rate was 67 percent, which falls below the

district average, indicating room for improvement in placement strategies.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Graduating class of 2025, based on current scheduling, should earn a CCA score of 70 percent.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Currently 43 percent of students of class 2025 have earned their CCA point. Thirty-six percent of the 74 percent left are enrolled in a CTE eligible course. Each CTE coordinator will monitor progress and provide remediation and support in order for students to earn their point(s).

Person responsible for monitoring outcome

Michelle Wise (mdwise@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Utilizing our CTE coordinator, instructional coaches and administration to conduct weekly walk throughs using a walk through tool, reviewing data to ensure teachers are aligning instruction with benchmarks and teaching to the rigor of the required exams.

Rationale:

If student data is monitored and used to implement remediation and support, the CTE pass rate will increase.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

CCA Support and Monitoring

Person Monitoring:

Michelle Wise (mdwise@volusia.k12.fl.us)

By When/Frequency:

8/12/24/On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Bootcamps prior to all CCA exams and school counseling team ensures all students have an opportunity to earn a CCA point starting their freshman year.

Area of Focus #3

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

If we monitor our EWS report with fidelity and provide early interventions and support to close gaps, then student achievement will increase across all ESSA subgroups.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on 23-24 data:

- African American students scored 29% proficiency in math and 43% proficiency in ELA (school wide math is 39% and ELA is 47%)
- SWD scored 21% proficiency in math and 17% proficiency in ELA (school wide math is 39% and ELA is 47%)
- ELL students scored 35% proficiency in math and 36% proficiency in ELA (school wide math is 39% and ELA is 47%)

With coaching support for teachers, the ESSA proficiency rates in reading and math, will attain at least 41 percent in Federal Performance Indicators.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Support facilitators will complete accurate logs that monitor specially designed instruction and actively participate in PLCs with general education teachers and academic coaches.
- Progress monitoring for all ESSA subgroups on VBA and FAST progress monitoring will be utilized to design interventions (MTSS) or adjust IEPs as needed based on student data.
- ELL students are supported by trained paras

Person responsible for monitoring outcome

Julian Doster (jedoster@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Early Intervention & Progress Monitoring

Rationale:

If identified ESSA subgroups are monitored with fidelity, and early intervention is utilized or IEPs reviewed and updated, then student proficiency rate in ELA and Math will increase.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Evidence-based intervention

Person Monitoring:

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

By When/Frequency:

9/1/24/On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Explicit teacher instruction correlated to benchmark and task alignment will be implemented as well as teacher collaboration and planned explicit questioning for identified students in ESSA subgroups in ELA and math.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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. SIP Mid Year Review will also be provided to School Leadership Team and again presented to the School Advisory Council. Mid Year SIP Review will also be shared with overview at building faculty meeting and then strategically shared within each respective department in Professional Learning Communities.

<https://www.pineridgehighschool.com/school-information/school-improvement-plan>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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 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 student'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.

<https://www.pineridgehighschool.com/parents-students/parent-and-family-plan>

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The School Improvement Plan is developed with the anticipated arrival of Title I 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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

The school has four grade level school counselors as well as an Assurance Teacher 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

The school has four grade level school counselors as well as an Assurance Teacher 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.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

The Multi-Tiered Systems of Supports is coordinated by a Dean and Assurance 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

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

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 schedule of professional development has been established for extended day learning, faculty meetings and targeted departmental professional learning.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00