

Volusia County Schools

PINE RIDGE HIGH SCHOOL



2026-27 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

jedoster@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

School Principal overseeing: Science and the School Leadership Team which works collaboratively to communicate clear expectations, support the implementation of MTSS, and align school improvement efforts with student needs. Through ongoing communication, data analysis, and collaboration within Professional Learning Communities (PLCs), administrators, instructional coaches, and teacher leaders use student performance data to guide decision-making and improve outcomes.

The Leadership Team provides instructional support through coaching, modeling, and collaborative planning to strengthen teacher effectiveness and ensure high-quality, standards-based instruction.

The team regularly monitors student progress, celebrates successes, and uses the problem-solving

process to address areas of need.

All students receive rigorous Tier 1 core instruction with differentiated support in the classroom. Students requiring additional assistance receive Tier 2 and Tier 3 interventions through targeted small-group instruction, tutoring, and other academic supports designed to accelerate learning and promote student success.

Leadership Team Member #2

Employee's Name

Octavius King

oking@volusia.k12.fl.us

Position Title

Curriculum Assistant Principal

Job Duties and Responsibilities

Assistant Principal overseeing: Social Studies, Testing, Media Center, School Improvement initiatives, SAC/PTSA, and Technology.

Proactively assist the principal in leading programs, activities, and functions consistent with district policy and priorities. Monitors school improvement action steps.

Leadership Team Member #3

Employee's Name

Danielle McMann

drmcmann@volusia.k12.fl.us

Position Title

Data Assistant Principal

Job Duties and Responsibilities

Assistant Principal overseeing: Math, ESOL, Student Services and Master Schedule, School Accountability, Counseling Program.

Proactively assist the principal in leading programs, activities, and functions consistent with district policy and priorities. Monitors school improvement action steps.

Leadership Team Member #4

Employee's Name

Danielle Dutil

dldutil@volusia.k12.fl.us

Position Title

ESE Assistant Principal

Job Duties and Responsibilities

Assistant Principal overseeing: ELA & Reading, Students with Disabilities (SWD), Summer School. Proactively assist the principal in leading programs, activities, and functions consistent with district policy and priorities. Monitors school improvement action steps.

Leadership Team Member #5**Employee's Name**

Jamie Robinson

jtrobins@volusia.k12.fl.us

Position Title

Operations Assistant Principal

Job Duties and Responsibilities

Assistant Principal overseeing: Discipline, MTSS, Early Warning Systems (EWS), Electives & CTE, Athletics, Campus Supervision, and Facilities.

Proactively assist the principal in leading programs, activities, and functions consistent with district policy and priorities. Monitors school improvement action steps.

Leadership Team Member #6**Employee's Name**

Summer Kozol

slkozol@volusia.k12.fl.us

Position Title

Administrative Dean

Job Duties and Responsibilities

Administrative Dean overseeing: Positive Behavior Support, EWS, and Campus Safety. Assists with Facilities and Student Discipline

Leadership Team Member #7**Employee's Name**

Sandra Gomez

sgomez1@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**

John New

jmnew@volusia.k12.fl.us

Position Title

Athletic Director

Job Duties and Responsibilities

Athletic Director overseeing: Athletic Teams, FHSA Compliance, booster clubs.

Leadership Team Member #9**Employee's Name**

Danielle Gregory

dgregory@volusia.k12.fl.us

Position Title

MTSS Teacher on Assignment

Job Duties and Responsibilities

TOA overseeing: Graduation Assurance, Cambridge/AICE, Multi-Tiered Systems of Support (MTSS) , OJT teacher supports, and student services

Leadership Team Member #10**Employee's Name**

Michelle Farmer

mafarmer@volusia.k12.fl.us

Position Title

Testing Coordinator/Media Specialist

Job Duties and Responsibilities

Testing Coordinator overseeing: District & State Assessments, Digital Curriculum, and Textbook resources

Proactively assist the principal in maintaining compliance district policy and state guidelines.

Leadership Team Member #11

Employee's Name

Leslie Wiggins

llwigg@volusia.k12.fl.us

Position Title

Intervention Resource

Job Duties and Responsibilities

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

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The Pine Ridge High School Leadership Team and School Advisory Council (SAC) engage stakeholders annually to review school performance data, identify areas for growth, and develop strategies to improve student outcomes. Through collaborative discussions, stakeholders share perspectives, analyze challenges, and contribute ideas that support continuous school improvement. This inclusive process ensures that the voices of students, families, staff, and community members are reflected in planning and decision-making.

Throughout the year, the Leadership Team, SAC, and community partners review achievement data, reflect on school progress, and identify opportunities for continued growth. Community partnership forums provide opportunities to share school initiatives, gather feedback, and strengthen collaboration with local stakeholders. Career and Technical Education (CTE) programs, academies, and their advisory boards offer industry-informed recommendations that support workforce readiness and program development. Additionally, the Guidance Team helps students identify pathways to college and career success while connecting them with the resources and support necessary to achieve their

goals.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) is monitored continuously through progress monitoring meetings, administrative leadership meetings, Professional Learning Communities (PLCs), School Leadership Team (SLT) meetings, and ongoing classroom walkthroughs. These structures provide regular opportunities to review student performance data, assess the effectiveness of instructional practices, and evaluate progress toward school improvement goals.

The school uses multiple sources of quantitative and qualitative data, including assessment results, classroom observations, stakeholder feedback, and PLC discussions, to inform decision-making and guide continuous improvement efforts. Particular attention is given to monitoring student achievement, identifying trends among student subgroups, and implementing strategies to close achievement gaps.

Feedback from teachers, administrators, students, families, and community stakeholders is utilized to ensure the SIP remains responsive to the needs of the school community. When areas of concern or performance deficits are identified, targeted professional learning opportunities are developed, instructional supports are adjusted, and the SIP is revised as necessary. Through ongoing evaluation and collaboration, Pine Ridge High School ensures that the School Improvement Plan remains a dynamic framework focused on increasing student achievement and supporting positive outcomes for all students.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	84.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: B 2022-23: C 2021-22: B

D. 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 (2026-27)

Using 2025-26 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	
School Enrollment	403	381	394	339	1,517
Absent 10% or more school days	87	85	93	98	363
One or more suspensions	0	78	49	40	167
Course failure in English Language Arts (ELA)	0	68	65	13	146
Course failure in Math	0	35	75	38	148
Level 1 on statewide ELA assessment	97	100	102	88	387
Level 1 on statewide Algebra assessment	53	72	84	69	278

Current Year (2026-27)

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	25	108	123	83	339

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	□	□	□	□	0
One or more suspensions	□	□	□	□	0
Course failure in English Language Arts (ELA)	□	□	□	□	0
Course failure in Math	□	□	□	□	0
Level 1 on statewide ELA assessment	□	□	□	□	0
Level 1 on statewide Algebra assessment	□	□	□	□	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	79	118	102	128	427

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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

A. ESSA School, District, State Comparison

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	51	59	62	42	54	59	47	51	55
Grade 3 ELA Achievement									
ELA Learning Gains	59	59	59	43	57	58	58	56	57
ELA Lowest 25th Percentile	57	58	55	42	57	56	57	55	55
Math Achievement*	37	53	52	47	53	49	40	45	45
Math Learning Gains	34	47	45	44	48	47	53	51	47
Math Lowest 25th Percentile	42	44	44	39	46	49	53	53	49
Science Achievement	78	82	74	78	79	72	73	73	68
Social Studies Achievement*	77	78	76	67	76	75	70	69	71
Graduation Rate	98	96	94	98	95	92	93	93	90
Middle School Acceleration									
College and Career Acceleration	80	73	74	65	67	69	60	66	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					47	52		52	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						62%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						615
Total Components for the FPPI						10
Percent Tested						95%
Graduation Rate						98%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
62%	55%	61%	55%	54%	45%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	50%	No		
English Language Learners	47%	No		
Black/African American Students	58%	No		
Hispanic Students	61%	No		
Multiracial Students	59%	No		
White Students	64%	No		
Economically Disadvantaged Students	59%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	51%		59%	57%	39%	34%	42%	78%	77%		98%	80%	
Students With Disabilities	28%		51%	50%	27%	33%	48%	56%	51%		97%	57%	
English Language Learners	23%		46%	49%	24%	30%	35%	46%	53%		95%	69%	
Black/African American Students	45%		60%	59%	31%	28%	43%	74%	66%		100%	71%	
Hispanic Students	50%		59%	57%	37%	34%	42%	75%	77%		97%	79%	
Multiracial Students	29%		67%	75%	23%	23%		62%	69%		100%	82%	
White Students	58%		57%	51%	50%	38%	42%	85%	81%		97%	85%	
Economically Disadvantaged Students	43%		56%	57%	37%	33%	43%	70%	71%		97%	78%	

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	42%		43%	42%	50%	44%	39%	78%	67%		98%	65%	38%
Students With Disabilities	22%		38%	40%	45%	50%	40%	62%	61%		96%	33%	
English Language Learners	18%		32%	27%	28%	28%	36%	53%	48%		91%	52%	38%
Black/African American Students	27%		43%	52%	51%	61%	50%	67%	72%		95%	58%	
Hispanic Students	41%		41%	36%	46%	40%	36%	77%	57%		99%	61%	41%
Multiracial Students	40%		46%		45%			75%	86%				
White Students	52%		47%	45%	56%	43%	42%	84%	74%		99%	71%	
Economically Disadvantaged Students	39%		41%	39%	49%	44%	43%	72%	64%		97%	59%	40%

2023-24 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 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%

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	48%	56%	-8%	60%	-12%
ELA	10	49%	59%	-10%	61%	-12%
Biology	9	97%	97%	0%	87%	10%
Biology	10	62%	67%	-5%	60%	2%
Algebra	9	33%	50%	-17%	41%	-8%
Algebra	10	33%	33%	0%	31%	2%
Geometry	9	60%	70%	-10%	75%	-15%
Geometry	10	32%	46%	-14%	40%	-8%
Geometry	11	16%	25%	-9%	26%	-10%
History	10	100%	84%	16%	76%	24%
History	11	75%	75%	0%	75%	0%
History	12	86%	49%	37%	56%	30%
Civics	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* 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?

English Language Arts (ELA) demonstrated the strongest academic growth across the school during the academic year, achieving a 9 percentage-point increase in proficiency, a 15 percentage-point increase in learning gains, and a 14 percentage-point increase in Quartile 1 learning gains. These results were driven by intentional instructional planning, targeted interventions, and ongoing analysis of student performance data.

Key strategies included individual student data conferences, increased collaborative learning opportunities, professional learning focused on student engagement, implementation of Science of Reading instructional supports, and weekly instructional guidance for teachers. Targeted small-group interventions were provided twice weekly to address specific skill deficits and accelerate student achievement.

Additionally, students identified through progress monitoring data as being at risk of showing no learning gains were strategically provided MTSS support to guide instruction as an intensive ELA intervention. Teachers also provided focused support for students approaching proficiency through small-group instruction and standards-based remediation.

As testing approached, Grade 9 and 10 ELA teachers collaborated to identify common areas of need and implemented targeted review sessions across classrooms. These collective efforts resulted in significant academic gains and demonstrate the impact of data-driven decision-making, collaborative planning, and targeted instruction on student achievement.

Lowest Performance

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

Mathematics showed the lowest performance among all assessed content areas during the 2025–2026 school year, with a 11 percentage-point decrease in proficiency and an 11 percentage-point decrease in learning gains, while Quartile 1 learning gains remained unchanged.

Several factors contributed to this performance. Analysis of student data revealed significant foundational skill deficits that limited students' ability to access and master grade-level mathematical concepts. Many students entered the school year with learning gaps from previous years, requiring teachers to devote substantial instructional time to remediation of prerequisite skills rather than exclusively focusing on grade-level standards.

Additionally, the mathematics department experienced challenges related to instructional capacity, as several teachers were relatively new to the profession and continued developing their content knowledge and instructional expertise. Despite these challenges, the school implemented extensive support structures for both teachers and students. While there was no dedicated Mathematics Instructional Coach, support was provided through the school's Resource Teacher, who delivered classroom support and facilitated Foundations Math interventions. Furthermore, two district mathematics resource teachers provided ongoing coaching, instructional guidance, and data-driven support throughout the year.

A notable trend observed in the data was that students demonstrated the greatest difficulty on standards requiring strong foundational mathematical understanding. As a result, instructional efforts focused heavily on skill remediation and intervention. Although these supports helped stabilize Quartile 1 learning gains, they were not sufficient to overcome the cumulative impact of long-term learning gaps, resulting in declines in overall proficiency and learning gains. These findings highlight the continued need for strengthening foundational mathematics skills, building teacher capacity, and implementing targeted interventions to accelerate student achievement.

Greatest Decline

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

The data component that showed the greatest decline is the Math Proficiency component, which decreased from 47% to 36%. The subgroup with the lowest achievement were our Students with Disabilities (SWD) with a 22% Math proficiency rate, 14% lower than the overall school Math Proficiency rate. A contributing factor for this decline was absenteeism and the lack of support facilitation during the school year.

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.

Math demonstrated the greatest performance gap when compared to both the district and state averages, scoring 22 percentage points below the district average and 29 percentage points below the state average. Contributing factors included significant learning gaps in foundational math skills, challenges with teacher capacity and content knowledge, and limited instructional support. This trend

was also reflected among subgroups, with Students with Disabilities performing 14 percentage points below the overall school proficiency rate and English Language Learners performing 13 percentage points below the overall school proficiency rate.

EWS Areas of Concern

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

Math and ELA continue to be areas of concern, as performance in both subjects remains below both the district and state averages. These gaps directly impact student proficiency, learning gains, and overall academic outcomes, including graduation readiness. Continued focus on strengthening instruction and addressing learning gaps in these content areas is critical to improving student achievement.

Highest Priorities

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

Math Proficiency

ELA Proficiency

Learning Gains /LQ

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

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.

Focus Areas: Gen Ed Students and Students with Disabilities

Math Proficiency:

Mathematics achievement has been identified as a critical area of focus for Pine Ridge High School based on student proficiency data from the prior year. Current assessment results indicate that only **37% of students school-wide** demonstrated proficiency in mathematics, with significantly lower performance among key subgroups, including **Students with Disabilities (22%)** and **English Language Learners (23%)**. These results reveal substantial achievement gaps and indicate a need for targeted instructional practices and interventions to improve mathematical understanding and achievement for all learners.

Low proficiency rates in mathematics affect students' ability to master grade-level standards, engage in higher-level problem-solving, and successfully progress toward graduation and postsecondary opportunities. Students who struggle with foundational mathematical concepts often experience difficulty in advanced coursework and career pathways that require strong quantitative reasoning skills. For Students with Disabilities, the proficiency gap highlights the need for differentiated instruction, targeted interventions, and increased access to grade-level content through evidence-based instructional supports.

This area was identified through an analysis of school-wide achievement data and subgroup performance trends. The significant disparity between overall student performance and the performance of Students with Disabilities demonstrates a persistent need to strengthen core instruction, intervention systems, and progress-monitoring practices. As a result, improving mathematics achievement for all students, while specifically addressing the needs of Students with Disabilities and other underperforming subgroups, will remain a priority within the School Improvement Plan.

ELA Proficiency:

English Language Arts achievement remains a priority area based on the review of prior year performance data. While **51% of students school-wide** achieved proficiency in ELA, proficiency rates for **Students with Disabilities (23%)** and **English Language Learners (21%)** were substantially lower, revealing significant achievement gaps among these student groups.

Literacy skills serve as the foundation for learning across all content areas. Students who struggle with reading comprehension, writing, vocabulary development, and critical analysis often face challenges accessing rigorous instructional content and demonstrating mastery of academic standards. The low proficiency rates among Students with Disabilities suggest a need for enhanced instructional supports, explicit literacy strategies, and targeted interventions designed to improve reading and writing outcomes.

This area of focus was identified through the analysis of school-wide and subgroup achievement data, which highlighted the considerable disparity between overall student performance and the achievement of Students with Disabilities and English Language Learners. These findings underscore the need to strengthen standards-based literacy instruction, increase opportunities for differentiated support, and closely monitor student progress to ensure growth. By prioritizing literacy achievement and implementing targeted supports, Pine Ridge High School aims to improve proficiency rates, close achievement gaps, and ensure students are prepared for success beyond high school.

Measurable Outcome

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.

Proficiency Goals:

- * Students with Disabilities (SWD): Minimum proficiency rate of 30%
- * English Language Learners (ELL): Minimum proficiency rate of 32%

Key Strategies:

1. Consistent Coaching and Observation:

- * Implement a robust coaching program supported by a comprehensive walk-through 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 PLC's:

- * Utilize student achievement data effectively during Professional Learning Communities (PLCs) with all teachers.

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

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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 with strategic scheduling to allow Support Facilitators to attend PLCs.

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

Octavius King

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The School-Based Leadership Team will implement a structured calibration walkthrough process to ensure consistent expectations for high-quality instruction across all classrooms. Through collaborative planning, targeted classroom observations, and reflective feedback cycles, school leaders and instructional coaches will monitor instructional practices and alignment to school improvement priorities. To support this work, the school will provide intensive, job-embedded professional learning facilitated by instructional coaches and teacher leaders. Professional learning

opportunities will focus on strengthening content knowledge, enhancing benchmark-aligned instruction and assessment practices, and increasing the rigor and relevance of classroom tasks. Through ongoing collaboration, modeling, coaching, and data-driven discussions, staff will build instructional capacity, promote consistency in instructional delivery, and improve student outcomes across all content areas.

Rationale:

School Leadership Team will meet bi-weekly and administration will meet weekly to discuss and review trends 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Coaching

Person Monitoring:

Sandra Gomez / Leslie Wiggins

By When/Frequency:

10 months/Weekly

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

Action Step: Instructional coaches, with administrative support, will facilitate weekly PLCs focused on benchmark-aligned instruction, collaborative planning, and the use of student data to improve teaching and learning.

Monitoring: The impact of this action will be monitored through PLC artifacts, classroom walkthroughs, common assessment data, and student achievement results to ensure effective implementation and continuous improvement.

Action Step #2

Strategic Scheduling

Person Monitoring:

Danielle McMann

By When/Frequency:

10 Months/Weekly

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

Construct and implement a master schedule that strategically provides teachers with protected common planning time to engage in meaningful collaboration, data analysis, and instructional planning, while also embedding dedicated tiered intervention opportunities to address individual student learning needs. This structure will support instructional consistency, strengthen collaborative practices, and ensure targeted academic support is available to accelerate student achievement.

Action Step #3

Instructional Coaching

Person Monitoring:

Sandra Gomez / Leslie Wiggins

By When/Frequency:

10 Months/Weekly

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

step:

Instructional coaches, in collaboration with School Leadership Team, will facilitate weekly Professional Learning Communities (PLCs) focused on designing rigorous, benchmark-aligned instruction, analyzing student performance data, and sharing effective instructional practices. To ensure a focused and cohesive approach, the school will develop and maintain a comprehensive calendar that outlines assessment windows, professional learning opportunities, PLC collaboration sessions, and data review meetings. This structured process will strengthen instructional planning, promote accountability, and support continuous improvement in student achievement.

Action Step #4

MTSS Support

Person Monitoring:

Danielle Gregory

By When/Frequency:

On-going support/Weekly

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

Provide targeted professional learning for instructional staff on MTSS, tiered supports, interventions, and accommodations to strengthen student achievement. This learning will equip teachers with the tools to deliver high-quality Tier 1 instruction, ensuring all students receive rigorous core instruction and that at least 80% of students demonstrate proficiency. Through effective implementation of MTSS practices, students will receive timely, targeted support that promotes academic growth and success.

IV. Positive Learning Environment

Area of Focus #1

Other: Student Attendance & Positive Behavior Support(PBIS)

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.

Chronic absenteeism has been identified as a critical area of focus based on prior-year attendance data. Frequent absences reduce instructional time, hinder academic achievement, and limit student engagement. Pine Ridge High School will work to improve attendance by fostering a positive school culture, strengthening family partnerships, and implementing targeted interventions to ensure students are present, engaged, and equipped for academic success.

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 by 10%

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.

The School Leadership Team, instructional leaders, and student support staff will continuously monitor attendance data to identify attendance concerns early and implement timely supports. Through student and parent conferences, attendance contracts, MTSS interventions, and PBIS incentives, the school will promote positive attendance habits, increase student engagement, and reinforce the importance of being present and on time each day. These proactive efforts will help remove barriers to attendance, strengthen school connectedness, and support improved academic outcomes for all students.

Person responsible for monitoring outcome

Summer Kozol

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Identify and monitor students in need of Tier 2 and Tier 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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Support

Person Monitoring:

Summer Kozol & Danielle Gregory

By When/Frequency:

August 10, 2026/Daily

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

Administrative Dean and Life Skills TOA will pull attendance data and meet with counselors, students and parents. Create incentive programs and attendance contracts.

Action Step #2

Positive Mentors

Person Monitoring:

By When/Frequency:

Jamie Robinson & Summer Kozol

August 10, 2026/Daily

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

Provide training for teachers on PBIS expectations, attendance monitoring procedures, and intervention protocols when students miss three or more full class periods in a course during a nine-week grading period. Staff will proactively build and maintain positive relationships with identified students before the start of the school year and throughout the year to foster engagement, connectedness, and accountability. Through early identification, consistent intervention practices, and strong student-adult relationships, the school will increase attendance, improve student engagement, and support positive academic outcomes.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

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

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

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 (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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