

St. Johns County School District

PONTE VEDRA HIGH SCHOOL

A word cloud graphic featuring various educational and school-related terms. The words are arranged in a cluster, with some larger and more prominent than others. The colors used are primarily blue and yellow. The words include:

- students
- school improvement
- learning
- success
- teaching
- relationships
- areas of focus
- instruction
- growth
- leadership
- mission
- Florida
- college and career
- analysis
- ambitious
- striving
- achievement
- resources
- supportive environment
- collaboration
- vision
- family and community involvement
- needs assessment
- strategic planning
- supportive environment



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the St. Johns County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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

Empowering Every Learner to Develop Good Character and Achieve Success.

Provide the school's vision statement

Vision: What do we hope to become?

A Professional Learning Community.

Classrooms are supportive of all students.

Inspire academic curiosity and preparedness for post-secondary success.

Promote individuality.

Involved and engaged with the general school community.

Create a safe environment.

Provide a positive high school experience.

Perpetuate life-long learning.

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

Oberkehr, Fredrik

Position Title

Principal

Job Duties and Responsibilities

Dr. Oberkehr is the educational leader responsible for managing the policies, regulations, and procedures to ensure all students are educated in a safe environment.

Leadership Team Member #2

Employee's Name

O'Brian, Jeannine

Position Title

Assistant Principal

Job Duties and Responsibilities

Meeting with parents to discuss student behavior or educational concerns, evaluating teachers and learning materials to determine improvement areas, hiring and training staff, and serving as LEA.

Leadership Team Member #3

Employee's Name

Frank, David

Position Title

Assistant Principal

Job Duties and Responsibilities

Meeting with parents to discuss student behavior or educational concerns, evaluating teachers and learning materials to determine improvement areas, supervise grounds and facility maintenance, and serve as Lead admin on TAT.

Leadership Team Member #4

Employee's Name

Henderson, Ashlee

Position Title

Assistant Principal

Job Duties and Responsibilities

Meeting with parents to discuss student behavior or educational concerns, evaluating teachers and learning materials to determine areas where improvement is needed, managing clubs and serving as Response to Intervention Coordinator, and maintaining logs for Rtl meetings.

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.

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

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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 is monitored by implementing the action steps with timelines attached. Additionally, data from FAST progress monitoring, common district summatives, and common PLC formatives help monitor the school's progress toward the desired goals. The administration holds monthly data conversations with teacher teams to evaluate progress and adjust the plan to ensure the targeted student achievement goals are reached. SIP updates are provided to the SAC regularly, too.

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	20.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	2.5%
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) ASIAN STUDENTS (ASN) 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: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

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	98	165	201	216	680
One or more suspensions	22	24	18	21	85
Course failure in English Language Arts (ELA)	4	12	24	8	48
Course failure in Math					0
Level 1 on statewide ELA assessment	0	0	0	12	12
Level 1 on statewide Algebra assessment					0

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	12	25	36	36	109

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	1	0	0	1	2
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

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 *	81	75	55	77	71	50	81	74	51
ELA Grade 3 Achievement **									
ELA Learning Gains	67	64	57				67		
ELA Learning Gains Lowest 25%	60	55	55				56		
Math Achievement *	86	69	45	82	61	38	84	50	38
Math Learning Gains	59	55	47				65		
Math Learning Gains Lowest 25%	61	49	49				60		
Science Achievement *	94	88	68	93	86	64	91	70	40
Social Studies Achievement *	91	85	71	89	82	66	94	59	48
Graduation Rate	98	95	90	99	94	89	98	84	61
Middle School Acceleration								47	44
College and Career Readiness	70	60	67	73	64	65	75	86	67
ELP Progress	70	70	49	50	51	45			

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

**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	77%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	767
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
77%	86%	77%	74%		79%	80%

* 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	55%	No		
Asian Students	88%	No		
Hispanic Students	77%	No		
Multiracial Students	88%	No		
White Students	76%	No		
Economically Disadvantaged Students	65%	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	55%	No		
English Language Learners	50%	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%
Asian Students	91%	No		
Hispanic Students	85%	No		
Multiracial Students	87%	No		
White Students	86%	No		
Economically Disadvantaged Students	71%	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	54%	No		
English Language Learners	80%	No		
Native American Students				
Asian Students	88%	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%
Black/African American Students	63%	No		
Hispanic Students	76%	No		
Multiracial Students	74%	No		
Pacific Islander Students				
White Students	77%	No		
Economically Disadvantaged Students	71%	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 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	81%		67%	60%	86%	59%	61%	94%	91%		98%	70%	
Students With Disabilities	42%		52%	47%	59%	45%	49%	83%	63%		90%	22%	
Asian Students	96%		73%		96%	76%		100%	80%		100%	86%	
Hispanic Students	83%		76%	64%	86%	52%	58%	97%	89%		95%	65%	
Multiracial Students	90%		85%		84%	68%		100%	100%				
White Students	79%		65%	58%	86%	58%	64%	93%	91%		98%	70%	
Economically Disadvantaged Students	70%		60%		81%	45%		73%			91%	33%	

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	77%				82%			93%	89%		99%	73%	50%
Students With Disabilities	39%				50%			63%	53%		98%	27%	
English Language Learners	50%												
Asian Students	86%				91%			96%			100%	83%	
Hispanic Students	67%				85%			97%	89%		98%	73%	
Multiracial Students	76%				72%			95%			100%	92%	
White Students	77%				82%			93%	90%		99%	72%	
Economically Disadvantaged Students	62%				77%						96%	47%	

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	81%		67%	56%	84%	65%	60%	91%	94%		98%	75%	
Students With Disabilities	35%		45%	45%	49%	53%	51%	59%	80%		97%	26%	
English Language Learners	80%		80%										
Native American Students													
Asian Students	91%		74%		90%	71%		100%			100%	88%	
Black/African American Students	69%		62%		70%	50%							
Hispanic Students	80%		64%	52%	81%	65%	71%	92%	88%		100%	68%	
Multiracial Students	76%		62%		89%	62%		83%					
Pacific Islander Students													
White Students	81%		67%	58%	84%	65%	58%	91%	95%		98%	75%	
Economically Disadvantaged Students	76%		38%		73%			91%			100%	46%	

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	81%	73%	8%	53%	28%
Ela	9	81%	73%	8%	53%	28%
Biology		94%	87%	7%	67%	27%
Algebra		85%	77%	8%	50%	35%
Geometry		85%	74%	11%	52%	33%
History		91%	84%	7%	67%	24%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		21%	27%	-6%	16%	5%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
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		54%	29%	25%	17%	37%
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.				
History		* 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?

When reviewing the ESSA School Comparison Data for 2023, PVHS showed the most improvement in the overall Math achievement score, going from (82%) to (86%). Ponte Vedra High School utilized two full-time math tutors on campus to work with students who required more focused instruction. Teachers utilized Performance Matters and CSAs (Common Summative Assessment) in order to disaggregate data and provide remediation and extension activities.

Lowest Performance

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

When reviewing the ESSA School Comparison Data for 2023, PVHS needs to address the ELA Lowest 25th Percentile. This was the lowest performance for PVHS, with a 60% pass rate. The category remained above the state (55%) and district (55%) scores. When reviewing school data by subgroup, it is evident that the achievement gaps created by the Covid 19 pandemic continue to impact student performance in ELA, specifically those students with disabilities. In addition, teacher recruitment and retention are contributing factors.

Greatest Decline

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

When reviewing the ESSA school, district, and state comparison, the only area PVHS had a decline was in College and Career Readiness, which dropped from (75%) to (70%). Further data analysis revealed that SWD (22%) and Economically Disadvantaged Students (33%) were the primary affected subgroups. FAST and state EOC data show that students in these subgroups have not demonstrated proficiency (Level 3); therefore, they lack the opportunity to take accelerated or certification classes.

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.

When reviewing the 2023 ESSA data for PVHS with the state data, PVHS scored above the state average in all categories. The largest gap occurred in ELA Achievement, with PVHS reaching 81% compared to 55% for the state. This 26-point higher pass rate can be attributed to the efforts made by PVHS to address the lost ELA skills during the COVID-19 pandemic. The administrative team, English teachers, ESE support teachers, and ELA tutors worked diligently during the 2022 and 2023 school year to design weekly lessons based on formative and summative data. These lessons were designed to provide targeted intervention based on student needs to fill learning gaps experienced during remote learning. Students who failed to make adequate gains were referred to MTSS for additional support. PVHS paid much attention to recovering from ELA learning loss during the pandemic.

EWS Areas of Concern

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

Attendance is the most significant concern when reviewing the EWS data of PVHS from the 2023-2024 school year. When looking at grade-level data, the 12th-grade class had 31.7% of students absent more than 10% of the time—followed by 29.5% for 11th grade, 24.2% for 10th grade, and 14.4% for 9th grade. It should be noted that PVHS had 10.64% of the 12th-grade class with two or more indicators and still achieved a 98% graduation rate.

Highest Priorities

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

1. College and Career Readiness acceleration path
2. Achievement of Students with Disabilities in both Math and ELA.
3. Percent of students absent is more than 10%.
4. School Culture.
5. Communication with stakeholders.

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.

Graduation/Acceleration specifically relating to Acceleration

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.

When reviewing the school data for the 2022-2023 school year, the area of greatest decline was in College and Career Readiness, which dropped from (75%) to (70%). Further data analysis revealed that SWD (22%) and Economically Disadvantaged Students (33%) were the primary affected subgroups. Students affected by this decline were impacted in the area of course progression limiting their access to certification courses, advanced placement courses and dual enrollment courses. Access to these courses are necessary for academic progress and post-secondary progression.

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.

The 2021-2022 College and Career Readiness scores were 75%. The 2022-2023 scores dropped to 70%. The school's improvement plan will call for a 3% improvement in this category for the 2023-2024 school year and a 2% improvement in subsequent years.

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.

Monitoring will be through the following steps.

1. Quarterly Student Progress Monitoring of summative and formative grades in the school's Cambridge Ace General paper course.
2. Quarterly Student Progress Monitoring of summative and formative grades in the school's Student Life Skills Dual Enrollment course.
3. Quarterly Student Progress Monitoring of summative and formative grades in the school's Environmental Science class. This class has implemented a certification exam for the 24-25 school year.

Person responsible for monitoring outcome

Dr. Oberkehr - Cambridge Ace General Paper course David Frank - Student Life Skills Dual

Enrollment class Jeannine O'Brian - Environmental Science certification exam

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:

The use of progress monitoring for data-driven instruction in all three areas. The use of Professional Learning Communities for teacher-collective efficacy. The use of formative assessments with targeted feedback for student partnership in learning. Implementation of reading across the content area. Individual student data chats with goal setting for students in all areas and classes.

Rationale:

John Hattie has identified collective teacher efficacy, formatives, feedback, and student goal setting as high-yield strategies in Visible Learning. District training through Solution Tree provides teachers with the tools necessary to engage in this learning. School based grading professional development through Fifteen Fixes for Broken grades provides teachers with strategies to engage data chats and analyze formative and summative grading data.

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

Data Chats with students based on formative and summative results.

Person Monitoring:

Molly Collett

By When/Frequency:

Quarterly

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

Utilize quarterly progress monitoring to engage students in the process identifying areas for growth.

Action Step #2

Goal setting with students based on progress monitoring data.

Person Monitoring:

Molly Collett

By When/Frequency:

Quarterly

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

Utilize quarterly progress monitoring and data chat information to help students set goals for remediation, extension and mastery.

Action Step #3

Course and grade level weekly PLC meetings with teachers and administrative faculty.

Person Monitoring:

Dr. Fredrik Oberkehr

By When/Frequency:

Weekly

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

Through the use of a monthly calendar of PLC meetings, both teachers and administrators will engage in the work of individual student data analysis to inform instruction.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

When looking at the School Data for 2022 compared to 2023, the SWD subgroup showed an increase of 3% percentage points. In 2022, the SWD subgroup was at 39% and in 2023 it is at 42%. Although this is an increase, this subgroup still requires continued monitoring and improvement. This subgroup is also the largest subgroup population at PVHS.

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.

The school will continue with this focus area expecting a 2% increase in scores each school year. This measurable increase allows students in this subgroup to increase mastery of state standards in ELA.

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.

FAST Progress Monitoring will be used in partnership with district Common Summative and PLC common formative and summative assessments to track the progress of SWD in the ELA classes. The administration will participate in quarterly data chats with the individual PLCs/departments.

Person responsible for monitoring outcome

Jeannine O'Brian - Assistant Principal

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:

The use of progress monitoring for data-driven instruction in ELA. The use of Professional Learning Communities for teacher-collective efficacy. The use of formative assessments with targeted feedback for student partnership in learning. The use of Achieve 3000 in the intensive reading classes. The use of core phonics, fluency, and morphology intervention in the intensive reading classes. The use of certified ELA tutors for push-in support in standard classes. Implementation of reading across the content area. Individual student data chats with goal setting for all 9th and 10th grade ELA students.

Rationale:

The use of progress monitoring data is research-based and supported by Florida DOE. John Hattie has identified collective teacher efficacy, formatives, feedback, and student goal setting as high-yield strategies in Visible Learning. The district's comprehensive reading plan includes using Achieve 3000, core phonics, fluency, and morphology for targeted intensive reading support.

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

Identification of Code A/B students

Person Monitoring:

Jeannine O'Brian - Assistant Principal

By When/Frequency:

Semester

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

FLDOE requires the delivery of both intensive and targeted reading interventions to students with Code B or A. Identification of these students will allow for this instruction.

Action Step #2

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

Person Monitoring:

Molly Collett

By When/Frequency:

Yearly

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

This diagnostic data is a part of the St. Johns District Reading plan and allows for interventions to be targeted and effective.

Action Step #3

Weekly PLC meetings for ELA teams with data discussions.

Person Monitoring:

Fredrik Oberkehr - Principal

By When/Frequency:

Monthly

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

Teacher and administrator efficacy in this area ensures that student data is analyzed and influences instruction.

Action Step #4

FAST Progress Monitoring will be administered to students three times.

Person Monitoring:

Jeannine O'Brian - Assistant Principal

By When/Frequency:

3 times yearly

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

FLDOE required progress monitoring provides both formative and summative data to inform instruction.

Action Step #5

Development of ELA tutor schedule based on student performance data.

Person Monitoring:

Molly Collett

By When/Frequency:

Semester

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

ELA tutors provide targeted instruction within the classroom environment.

Action Step #6

Purchase of Achieve 3000 for 10th grade ELA classes.

Person Monitoring:

Molly Collett

By When/Frequency:

Yearly

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

Achieve 3000 provides the ability to collect reading lexile data, and provides strategies for improving reading comprehension and fluency.

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.

When reviewing the school attendance data for 2024, it was discovered that 35.45% of the student population missed more than 10% of instructional time. This is an increase from the 2023 year at 27.20%. Research has shown that missed days directly impact student achievement.

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.

PVHS would like a 10% decrease in students missing 10% or more instructional time with a continued decline in this Early Warning Indicator over the next three years.

Monitoring

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

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

Person responsible for monitoring outcome

Ashlee Henderson - Assistant Principal

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Administrative meeting to review attendance data for the last two years. Review the list of students with ten or more unexcused days from the year before.

Person Monitoring:

Ashlee Henderson

By When/Frequency:

Semester

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

The administrative team will establish yearly goals based and identify key student data at this meeting.

Action Step #2

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

Person Monitoring:

Ashlee Henderson

By When/Frequency:

Semester

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

Parent collaboration and communication is a key step to engaging students to attend school regularly.

Action Step #3

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

Person Monitoring:

Dr. Fredrik Oberkehr

By When/Frequency:

Semester

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

Collaborating and communicating with all key stakeholders will ensure that the entire school community is tied to this step.

Action Step #4

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

Person Monitoring:

Ashlee Henderson

By When/Frequency:

Monthly

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

High School Task provides the school with a district based action step to ensure that all stakeholders are considered in the process.

Action Step #5

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

Person Monitoring:

Dr. Fredrik Oberkehr

By When/Frequency:

six week intervals

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

MTSS provides an additional layer of support to this action step and can offer strategies and progress monitoring to ensure fidelity and progress.

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.

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 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))

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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(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 (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.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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