

St. Johns County School District

PONTE VEDRA HIGH SCHOOL



2025-26 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

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, 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

Oberkehr, Fredrik

fredrik.oberkehr@stjohns.k12.fl.us

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

jeannine.obrian@stjohns.k12.fl.us

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 and Response to Intervention Coordinator.

Leadership Team Member #3

Employee's Name

Frank, David

david.frank@stjohns.k12.fl.us

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 and attendance.

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.

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.

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 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.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	2.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) 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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

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 (2025-26)

Using 2024-25 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	475	494	453	501	1,923
Absent 10% or more school days	150	153	210	189	702
One or more suspensions	8	13	18	9	48
Course failure in English Language Arts (ELA)	0	0	0	1	1
Course failure in Math	0	0	0	1	1
Level 1 on statewide ELA assessment	13	12	0	0	25
Level 1 on statewide Algebra assessment	2	0	5	3	10

Current Year (2025-26)

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					0

Prior Year (2024-25) 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	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				12	12
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) 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	12	25	36	36	109

Prior Year (2024-25) 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	1			1	2
Students retained two or more times					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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	87	77	59	81	75	55	77	71	50
Grade 3 ELA Achievement									
ELA Learning Gains	70	66	58	67	64	57			
ELA Lowest 25th Percentile	71	59	56	60	55	55			
Math Achievement*	83	69	49	86	69	45	82	61	38
Math Learning Gains	47	51	47	59	55	47			
Math Lowest 25th Percentile	52	43	49	61	49	49			
Science Achievement	93	90	72	94	88	68	93	86	64
Social Studies Achievement*	90	88	75	91	85	71	89	82	66
Graduation Rate	99	96	92	98	95	90	99	94	89
Middle School Acceleration									
College and Career Acceleration	78	63	69	70	60	67	73	64	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	71	52		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)

2024-25 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	770
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
77%	77%	86%	77%	74%		79%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	57%	No		
Asian Students	84%	No		
Black/African American Students	75%	No		
Hispanic Students	82%	No		
Multiracial Students	80%	No		
White Students	77%	No		
Economically Disadvantaged Students	74%	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.

	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	
All Students	87%		70%	71%	83%	47%	52%	93%	90%		99%	78%	
Students With Disabilities	54%		60%	56%	62%	41%	36%	65%	75%		93%	26%	
Asian Students	98%		65%		81%	31%		100%	100%		95%	100%	
Black/African American Students	90%		60%										
Hispanic Students	90%		76%	80%	85%	58%	71%	91%	94%		100%	70%	
Multiracial Students	82%		73%		83%	45%		90%			100%	85%	
White Students	87%		70%	70%	82%	47%	49%	94%	90%		99%	77%	
Economically Disadvantaged Students	85%		65%	82%	77%	52%		89%	73%		91%	48%	

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	EL PROGR
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%	

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	88%	76%	12%	58%	30%
ELA	9	87%	76%	11%	56%	31%
Biology		94%	90%	4%	71%	23%
Algebra		90%	78%	12%	54%	36%
Geometry		81%	74%	7%	54%	27%
History		90%	87%	3%	71%	19%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		45%	22%	23%	16%	29%
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.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		59%	29%	30%	18%	41%
History		83%	60%	23%	33%	50%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

When reviewing the ESSA School Comparison Data for 2024, PVHS showed the most improvement in the ELA lowest 25% achievement score, going from (60%) to (71%). Ponte Vedra High School utilized two full-time ELA tutors on campus to work with students who required more focused instruction. Intensive Reading classes focused on the ELA lowest 25% which showed an 11 point gain. 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 2024, PVHS needs to address the Math Lowest 25th Percentile. This was the lowest performance for PVHS, with a 52% pass rate. The category remained above the state (49%) and district (43%) scores. When reviewing school data by subgroup, it is evident that the achievement gaps created by the epidemic and the declining attendance rate that followed impact student performance in Math. 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 greatest area of decline PVHS had was in Math Achievement, which dropped from (86%) to (83%). Further data analysis revealed that SWD (62%) and Economically Disadvantaged Students (77%) 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. Declining Attendance and teacher retention were the primary factors contributing to the decrease.

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 2024 ESSA data for PVHS with the state data, PVHS scored above the state average in all categories. The area that PVHS was closest to the state is College and Career Acceleration, with PVHS reaching 78% compared to 69% for the state. PVHS will continue to make College and Career Acceleration one of our Areas of Focus. The administrative team ascertained that we did not offer a College Acceleration course that would consistently allow students with disabilities, the lowest 25%, and other subgroups to achieve an acceleration point prior to graduation. A dual enrollment course was added to our course selection, Student Life Skills, to target these needs which ultimately raised our College and Career Acceleration overall score by 8 points. We will continue to address ways in which we can continue to improve accessibility to college and career acceleration points.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential 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 2024-2025 school year. When looking at grade-level data, the 12th-grade class had 27% of students absent more than 10% of the time—followed by 22% for 11th grade, 18% for 10th grade, and 9% for 9th grade.

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

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 data for the 2024-2025 school year, the area of College and Career Readiness, continues to fall below the 80% mark. Further data analysis revealed that SWD (26%) and Economically Disadvantaged Students (48%) remain the primary affected subgroups. Students affected 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

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 2023 College and Career Readiness scores were 73%. The 2024 scores dropped to 70%. The 2025 College and Career Readiness Scores were 78%. The school's improvement plan will call for a 12-point improvement in this category for the 2025-2026 school year which will raise the College and Career Readiness score to 90%.

Monitoring

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

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:

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 use of progress monitoring through Performance Matters 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:

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

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**

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 looking at the School Data for Math Achievement 2023 compared to 2024, the SWD subgroup showed a decrease of 4% percentage points. In 2023, the SWD subgroup was at 45% and in 2024 it is at 41%. This subgroup requires continued monitoring and improvement. This sub-group is also the largest subgroup population at PVHS.

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.

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

Monitoring

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

District Common Summative and PLC common formative and summative assessments will be used to track the progress of SWD in the Math classes through Performance Matters.

The administration will participate in quarterly data chats with the individual PLCs/departments.

Person responsible for monitoring outcome

David Frank - Assistant Principal

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 use of progress monitoring in Performance Matters for data-driven instruction in Math. 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 Kuta Math in the block Algebra 1 classes, and the use of Delta Math in all levels of Math instruction. The use of certified Math tutors for push-in support in standard classes. Individual student data chats with goal setting for all 9th and 10th grade Math 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 Delta Math, Kuta Math for targeted Mathematic support.

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

Identification of SWD and lowest 25%

Person Monitoring:

Molly Collett -ILC

By When/Frequency:

Semester

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

Diagnostic data collection for SWD and Lowest 25% of students through Performance Matters for progress monitoring.

Action Step #2

Weekly PLC meetings for ELA teams with data discussions.

Person Monitoring:

David Frank - Assistant 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 #3

Development of Math tutor schedule based on student performance data

Person Monitoring:

By When/Frequency:

Molly Collett -ILC

Semester

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

Math tutors provide targeted instruction within the classroom environment

IV. Positive Learning 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 2025, it was discovered that 19% of the student population missed more than 10% of instructional time. Though we have improved our EWI, research has shown that missed days directly impact student achievement, so continued improvement will raise 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 50% 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

David Frank - Assistant Principal

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:

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(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

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:

David Frank - Assistant Principal

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:

David Frank - Assistant Principal

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:**By When/Frequency:**

Dr. Fredrik Oberkehr - Principal

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:

David Frank - Assistant Principal

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:

Molly Collett - ILC

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 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 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 2025-26 UniSIG funds but has chosen NOT to apply.

No

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