

St. Johns County School District

PONTE VEDRA 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

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, supervising grounds and facility maintenance, and serving as Lead admin on TAT and attendance.

Leadership Team Member #4

Employee's Name

Stackhouse, Stacy

Stacy.Stackhouse@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 field studies coordinator.

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. Stakeholder input 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

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	2.3%
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) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: 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 (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	469	473	439	493	1,874
Absent 10% or more school days	70	113	140	210	533
One or more suspensions	21	15	12	18	66
Course failure in English Language Arts (ELA)	4	3	1	12	20
Course failure in Math	12	15	13	11	51
Level 1 on statewide ELA assessment	9	4	0	0	13
Level 1 on statewide Algebra assessment	3	5	0	0	8

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					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	
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	0	0	0	0	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	
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	89	81	62	87	77	59	81	75	55
Grade 3 ELA Achievement									
ELA Learning Gains	72	69	59	70	66	58	67	64	57
ELA Lowest 25th Percentile	72	63	55	71	59	56	60	55	55
Math Achievement*	83	76	52	82	69	49	86	69	45
Math Learning Gains	50	54	45	47	51	47	59	55	47
Math Lowest 25th Percentile	52	51	44	52	43	49	61	49	49
Science Achievement	96	92	74	93	90	72	94	88	68
Social Studies Achievement*	88	90	76	90	88	75	91	85	71
Graduation Rate	99	98	94	99	96	92	98	95	90
Middle School Acceleration									
College and Career Acceleration	92	72	74	78	63	69	70	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					71	52		70	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						80%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						795
Total Components for the FPPI						10
Percent Tested						99%
Graduation Rate						99%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
80%	77%	77%	86%	77%	74%	

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	65%	No		
English Language Learners	90%	No		
Asian Students	85%	No		
Black/African American Students	91%	No		
Hispanic Students	73%	No		
Multiracial Students	83%	No		
White Students	80%	No		
Economically Disadvantaged Students	73%	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.

F	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	89%		72%	72%	85%	50%	52%	96%	88%		99%	92%	
	Students With Disabilities	69%		62%	66%	68%	42%	44%	77%	71%		98%	57%	
	English Language Learners											100%	80%	
	Asian Students	95%		74%		88%	53%		95%			100%	93%	
	Black/African American Students	91%		90%										
	Hispanic Students	85%		69%	78%	70%	37%	36%	87%	80%		98%	93%	
	Multiracial Students	90%		74%		96%	44%		95%	75%		100%	89%	
	White Students	89%		72%	70%	86%	52%	56%	96%	90%		99%	92%	
	Economically Disadvantaged Students	76%		55%		82%	31%		91%			88%	86%	
18/2026														

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
	ELA ACH. 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%	

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	89%	79%	10%	60%	29%
ELA	10	88%	80%	8%	61%	27%
Biology	9	99%	99%	0%	87%	12%
Biology	10	90%	86%	4%	60%	30%
Algebra	9	82%	64%	18%	41%	41%
Geometry	9	94%	92%	2%	75%	19%
Geometry	10	63%	63%	0%	40%	23%
History	11	89%	90%	-1%	75%	14%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	10	* 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.				
Geometry	11	* 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.				
History	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?

When reviewing the ESSA School Comparison Data for 2026, PVHS showed the most improvement in the College and Career Acceleration component. PVHS had 78% of students receive an acceleration point in 2025. In 2026, 92% of students received at least one College and Career Readiness Acceleration point. Ponte Vedra High school had an increase of 14% of students completing at least one College and Career readiness course in the 2025 - 2026 school year. In order to achieve this rate, PVHS added a student life skills dual enrollment course in partnership with St. Johns River Community college as well as adding the **Advanced International Certificate of Education (AICE)** which is an international pre-university program administered by the University of Cambridge through its Cambridge Assessment International Education (CIE) department. It is designed to provide students with a rigorous academic curriculum that prepares them for university-level study and offers the opportunity to earn college credit for passing exams

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 2026, PVHS needs to address the Math Lowest 25th percentile. This was PVHS's lowest performance, with 52% pass rate. The category remained above the state (44%) and above the district (51%). When reviewing school data by subgroup, it is evident that the achievement gaps created by the attendance rate impacted 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 Social Studies Achievement, which dropped from (90%) to (88%). Further data analysis

revealed that SWD (71%) was the primary affected subgroup. 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 2026 ESSA data for PVHS with the state data, PVHS scored above the state average in all categories.

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 PVHS EWS data from the 2025-2026 school year. Though we improved from 24.85% to 24.07%, we still remain above the 10% threshold.

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 2025-2026 school year, the College and Career Readiness area reached the 90% mark. However, further data analysis revealed that SWD and Economically Disadvantaged Students remain at a disadvantage in accessing College and Career Readiness courses. 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 is 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 school's improvement plan will call for a 2-point improvement in this category for the 2026-2027 school year, which will raise the College and Career Readiness score to 92%.

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.

Person responsible for monitoring outcome

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

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, formative assessment, 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 Solution Tree provides teachers with strategies to engage in 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 - ILC

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 - ILC

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:**By When/Frequency:**

Dr. Fredrik Oberkehr

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 2024 compared to 2025, the SWD subgroup showed a learning gain of only 1% percentage point. In 2024, the SWD subgroup was at 41% and in 2025 it is at 42%. This subgroup requires continued monitoring and improvement. This subgroup 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, specifically the Geometry PLC, as it was the lowest area of achievement for SWD. The use of formative assessments with targeted feedback for student partnership in learning. The use of Delta Math in all levels of Math instruction. The use of certified Math tutors for push-in support in standard classes. The use of an intervention period weekly to focus on specific student needs. Individual student data chats with goal setting for all Geometry 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:

Weekly

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:

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:

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 the 2025-2026 school year, it was discovered that 24.07% of the student population missed more than 10% of instructional time. 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:

Dr. Fredrik Oberkehr - Principal

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:

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:

6 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, 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