

Lake County Schools

# Pine Ridge Elementary School



2015-16 School Improvement Plan

## Pine Ridge Elementary School

10245 COUNTY ROAD 561, Clermont, FL 34711

<http://lake.k12.fl.us/pre>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	51%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	31%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	B	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Lake County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

We encourage our children to reach their highest potential through challenging instruction, character education, parent involvement and community support.

##### **Provide the school's vision statement**

The Pine Ridge Vision is "To be citizens who do our best and do what is right." Pine Ridge students will always Be Prepared, Eager to Learn, Accept Responsibility, Respect Others.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Pine Ridge utilizes a school-wide Positive Behavior System (PBS) to build relationships between the entire school community. Students are provided intrinsic and extrinsic rewards for "above and beyond" behavior, including Bear Paws and ice cream socials.

Teachers engage in "getting to know you" and teambuilding activities throughout the school year to learn more about their students' cultures while building relationships.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The PBS allows all students to feel respected while also encouraging students to treat others with respect. The School Safety Committee meets to ensure the safety of everyone on campus and immediate concerns are addressed. The site-based Extended Learning Center adheres to the Lake County Code of Conduct expectations as well as the vision of Pine Ridge. Teachers and staff encourage students to participate in after school activities to build strong skills and relationships within the community.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school-wide PBS culture and expectations engage students, faculty, and staff in positive reinforcement for student success. Teachers follow a discipline flow chart in an order which identifies steps to take in the student behavior management process. The Lake County Schools Code of Conduct governs the conduct and discipline within Pine Ridge Elementary.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

School counselors meet with students in small-group settings as needs are identified. Additional student social and behavioral needs are met within the MTSS process.

#### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).



**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Pine Ridge builds positive relationships by the following means:

- monthly SAC and PTO meetings
- coffee chats with principal
- volunteer program managed by CRT
- parent/teacher conferences
- MTSS meetings with parents
- structured family and community events including Pine Ridge Row, Boosterthon, and performances
- student musical programs from each grade level in which parents and community may come to at no cost
- S.T.E.M. night
- Bear Olympics
- Pine Ridge Row - a service learning event
- Teddy Bear picnic to commemorate school opening

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Our volunteer coordinator manages the system which allows community and business leaders to assist in our schools. Additionally, strong relationships often result in donations to the school. In summer 2015, Pine Ridge received a grant from The Walt Disney Company as a result of a partnership formed in PTO. Community leaders have a voice through our SAC.

We use our monthly newsletter to advertise for sponsors for our Terrific Kid program. We also have a SAC committee that meets monthly. SAC is required to have community members that are stakeholders in our school. They are chosen/appointed each year by the principal of the school and encouraged to attend every SAC meeting. They are asked for their input in the SIP and any suggestions for our school in general.

Additionally, we incorporate local business agencies into our Wonderful Wednesday educational program when appropriate and applicable.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Mayuski, Stephanie	Principal
Obando, Laine	Assistant Principal

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The function and the responsibility of the MTSS Leadership Team is to work together to identify specific student skill deficits through the disaggregation of school, classroom, and student data. The team works to provide strategies and interventions based on reliable and valid data. The team develops an intervention plan. Progress monitoring data is used to determine if the student's response to intervention was positive, questionable, or negative. Decisions are then made to continue, modify, or discontinue the intervention plan.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The Problem Solving Team consists of an administrator, CRT, guidance counselor, literacy coach, ESE School Specialist, psychologist, teacher, and parent. The function of the Problem Solving meeting is to identify students who need additional academic supports and to design supplemental interventions. The team analyzes the progress monitoring data and determines the effectiveness of the intervention. The Problem Solving Team reviews school, class, and student data three times per year and identifies each student's proficiency level. The team analyzes the effectiveness of the core instructional program by classroom walkthroughs, weekly PLC, and Grade Chair meetings.

Title I, part A - tutoring for homeless students will be available

SAI - Funds will be used for writing tutoring and for identified students in reading and math in grades 3, 4, and 5.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Stephanie Mayuski	Principal
Stephanie Mayuski	Principal
Kimberly Couch	Parent
Stephanie Clarke	Parent
Rosalynd Allen	Parent
Joscelyn Campbell	Parent
John Kruse	Parent
Courtney Franklin	Teacher
Sharon Meadows	Teacher
Fawn Lantes	Teacher
Melissa Noward	Teacher
Jennifer Fulmer	Teacher
Clarissa O'Pry	Education Support Employee
Shannon Hidalgo	Business/Community
David Hidalgo	Business/Community
Scarlet Garcia	Parent
Tara LaRoche	Parent
Jennifer Spoto	Parent
Shay Hochreiter	Parent
Sara Forero	Parent

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

We continuously monitored SIP data and initiatives. Additionally, the 15-16 SIP was presented on September 2 after a review of 14-15 initiatives. Members are welcome to seek clarification and provide input.

*Development of this school improvement plan*

SAC was trained at our meeting on September 2, 2015 on their duties, responsibilities, and expectations for supporting the school and working to achieve our goals. Data was reviewed and input for the 15-16 SIP was solicited. The principal and SAC chair also stated the open door policy to contribute and share information.

*Preparation of the school's annual budget and plan*

There are no funds.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

There are no anticipated funds.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Mayuski, Stephanie	Principal
Obando, Laine	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team works to continuously improve ELA instruction and incentives, which in turn directly affects the students at Pine Ridge. During the course of the year, members will work collaboratively to ensure consistency across grade levels of reading and writing expectations. Topics that will be addressed (but are not limited to) include vertical progression of writing standards, reading and writing support materials and training, fluency expectations, implementation of district blueprints, and school/district reading challenges. Other initiatives include character parade, fluency expectations, Write from the Beginning training and implementation, and Thinking Maps.

**Membership:**

- Gwyn Borders -1st Grade Teacher; bordersg@lake.k12.fl.us
- Stephanie Fishel- K-2 ASD fishels@lake.k12.fl.us
- Jennifer Fulmer-Literacy Coach; fulmerj@lake.k12.fl.us
- Melissia Hunt-Kindergarten Teacher; huntm@lake.k12.fl.us
- Julia Juhl-Media Specialist; juhlj@lake.k12.fl.us
- Kimberly Keane-2nd Grade Teacher; keanek@lake.k12.fl.us
- Sarah Klosterman-5th Grade Teacher; klostermans@lake.k12.fl.us
- Famia Green-3rd Grade Teacher; greenf@lake.k12.fl.us
- Marie Roberts - 4th grade robertsm@lake.k12.fl.us
- Christine Denman - 4th grade denmanc@lake.k12.fl.us

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Pine Ridge Elementary builds collaborative planning time into the master schedule in various ways. Teachers meet together as a grade level one full day every quarter. Additionally, teachers meet weekly in a grade level Professional Learning Community to focus on a cycle of planning, instruction, and progress monitoring. Professional development days are utilized to support teacher learning and inform

best practice. Positive relationships are encouraged through the use of the school-wide Positive Behavior Support (PBS). Teachers recognize the hard work and "above and beyond" behavior of others at monthly faculty meetings.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

TQR trained by the district, Assistant Principal

Utilize Search Soft on-line application system to select Highly Qualified instructors to interview, Principal

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers to Pine Ridge Elementary attend a welcome "Bearorientation" induction. Every new teacher is paired with a veteran teacher on the same grade level or subject area. The "Bear Cub" teacher facilitator, Courtney Franklin, hosts monthly meetings to answer questions and discuss instructional topics based on Cub participants needs.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Pine Ridge follows the district instructional materials adoptions and district provided scope and sequence for the subject areas.

Fidelity is monitored through classroom walkthroughs, weekly PLCs, and quarterly Wonderful Wednesday collaborative planning days.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data is reviewed weekly at PLC, quarterly at Wonderful Wednesday, through MTSS, and a individual student meetings in November. Additionally, individual student data chats are held in the winter for students at risk of retention. Students in need are offered classroom interventions and extended day interventions such as tutoring.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 1,200

Title I A homeless tutoring  
STEM club  
Engineering Club

The opportunities above provide students with an after school activity that extends and enriches their learning.

**Strategy Rationale**

Provide an alternate experience with different curricular materials in a small group setting provides another opportunity for students to be successful.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Mayuski, Stephanie, mayuskis@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Pre and post test data is taken to measure learning in tutoring; performance based tasks and competition events measure learning in the club activities.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Pine Ridge offers two semesters (half year program) of voluntary pre-kindergarten. Additionally, we have two classrooms that offer ESE pre-kindergarten for students who qualify as early as age 3. The staff at PRE collaborates to smoothly transition the students and ensure their readiness for kindergarten.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** The faculty and staff at Pine Ridge will work collaboratively to create a safe environment for all students.
- G2.** The faculty and staff at Pine Ridge will work to incorporate 21st century skills alongside our implementation of the Florida Standards. These skills include critical thinking and problem solving, collaboration, oral and written communication skills, as well as accessing and analyzing information. (Wagner, Tony. The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need--and What We Can Do About It. New York: Basic Books, 2008.)
- G3.** The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal



**G1.** The faculty and staff at Pine Ridge will work collaboratively to create a safe environment for all students. 1a

G071243

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	170.0

**Resources Available to Support the Goal** 2

- Bully-Proof your School resources, Safety Committee training

**Targeted Barriers to Achieving the Goal** 3

- Planning time, curriculum resources for classroom teachers to support anti-bullying instruction

**Plan to Monitor Progress Toward G1.** 8

Discipline reports

**Person Responsible**

Laine Obando

**Schedule**

Monthly, from 9/2/2015 to 9/2/2015

**Evidence of Completion**

PBS meeting minutes, Faculty meeting agenda

**G2.** The faculty and staff at Pine Ridge will work to incorporate 21st century skills alongside our implementation of the Florida Standards. These skills include critical thinking and problem solving, collaboration, oral and written communication skills, as well as accessing and analyzing information. (Wagner, Tony. *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need--and What We Can Do About It.* New York: Basic Books, 2008.) 1a

G071244

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	57.0
Math Gains District Assessment	61.0
FCAT 2.0 Writing Proficiency	70.0

**Resources Available to Support the Goal** 2

- Professional skills, Thinking Maps "Write from the Beginning and Beyond" training, binders, and support for school-wide implementation and collaboration.

**Targeted Barriers to Achieving the Goal** 3

- Research based tools and information, planning time, and consensus, funding for Thinking Maps binders

**Plan to Monitor Progress Toward G2.** 8

Classroom walkthrough data

**Person Responsible**

Laine Obando

**Schedule**

Biweekly, from 8/27/2015 to 6/9/2016

**Evidence of Completion**

Instructional walkthrough data chats, leadership meeting agendas, instructional BINGO progress

**Plan to Monitor Progress Toward G2.** 8

Science assessment data

**Person Responsible**

Stephanie Mayuski

**Schedule**

Weekly, from 8/27/2015 to 6/9/2016

**Evidence of Completion**

PLC meeting minutes and agendas, PLC meeting SMART goals, unit/chapter assessment results, FCAT science results, leadership meeting minutes/agendas

**G3.** The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines. 1a

G071245

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	57.0

**Resources Available to Support the Goal** 2

- The resources available are professional development in the PLC cycle and school wide problem based learning initiatives across the campus.

**Targeted Barriers to Achieving the Goal** 3

- Barriers include collaboration time and proper training tools.

**Plan to Monitor Progress Toward G3.** 8

The data that will be collected includes benchmark testing, FAIR, FSA, FCAT Science and classroom data.

**Person Responsible**

Stephanie Mayuski

**Schedule**

Monthly, from 8/20/2015 to 6/9/2016

**Evidence of Completion**

minutes of PLC meetings, data results

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** The faculty and staff at Pine Ridge will work collaboratively to create a safe environment for all students.

**1**

 G071243

**G1.B1** Planning time, curriculum resources for classroom teachers to support anti-bullying instruction **2**

 B185851

**G1.B1.S1** Guidance counselors will work with enrichments teachers and classroom teachers to develop a comprehensive anti-bullying plan. We will use collaborative funds to support teacher planning time and provide an additional enrichment rotation for Wonderful Wednesdays. One enrichment teacher will teach an anti-bullying lesson to each class on Wonderful Wednesday following the district curriculum. In addition, our media specialist will support anti-bullying instruction by teaching explicit lessons during October's "Unite Against Bullying" month. **4**

 S197261

### Strategy Rationale

#### Action Step 1 **5**

Bully-Proof your school planning

#### Person Responsible

Laine Obando

#### Schedule

On 9/2/2015

#### Evidence of Completion

lesson plans, Bully Proof your school plan

**Action Step 2** 5

Bully Proof Pine Ridge Plan

**Person Responsible**

Laine Obando

**Schedule**

On 9/2/2015

***Evidence of Completion***

SAC Meeting minutes

**Action Step 3** 5

Bullying Articles/Information in Bear Facts Newsletter

**Person Responsible**

Laine Obando

**Schedule**

Quarterly, from 8/18/2015 to 6/10/2016

***Evidence of Completion***

Bear Facts Newsletter

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Safe Schools Chair and Committee review

**Person Responsible**

Laine Obando

**Schedule**

Quarterly, from 8/18/2015 to 6/10/2016

***Evidence of Completion***

Safety Committee minutes/notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Safety Committee Chair

**Person Responsible**

Laine Obando

**Schedule**

Quarterly, from 8/18/2015 to 8/18/2015

**Evidence of Completion**

Safety Committee meeting minutes/agenda, leadership team meeting minutes, guidance meetings

**G2.** The faculty and staff at Pine Ridge will work to incorporate 21st century skills alongside our implementation of the Florida Standards. These skills include critical thinking and problem solving, collaboration, oral and written communication skills, as well as accessing and analyzing information. (Wagner, Tony. The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need--and What We Can Do About It. New York: Basic Books, 2008.) 1

 G071244

**G2.B1** Research based tools and information, planning time, and consensus, funding for Thinking Maps binders 2

 B185852

**G2.B1.S1** Kindergarten and first grade teachers will be trained in Thinking Maps "Write from the Beginning" to incorporate writing across content areas. Wonderful Wednesday will continue, providing one full day of grade level collaboration per 9 week period for teachers. Weekly grade level PLC meetings will provide dedicated time to unpack the Florida Standards and discuss the continuous improvement cycle. Teachers will work together to plan instruction, implement strategies in the classroom, monitor student progress and define remediation/enrichment needs. 4

 S197263

**Strategy Rationale**

**Action Step 1 5**

Thinking Maps Training

**Person Responsible**

Laine Obando

**Schedule**

**Evidence of Completion**

Teacher lesson plans, PLC minutes, Leadership team minutes

**Action Step 2** 5

Weekly PLC meetings

**Person Responsible**

Stephanie Mayuski

**Schedule**

Weekly, from 8/21/2014 to 6/4/2015

**Evidence of Completion**

Evidence includes PLC meeting minutes, agendas, and classroom observations.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Minutes and agendas will be reviewed and discussion items will be followed up with action as necessary.

**Person Responsible**

Laine Obando

**Schedule**

Quarterly, from 8/12/2014 to 6/4/2015

**Evidence of Completion**

minutes, agendas, TEAM/classroom data, consultation with district T. Maps program specialists

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

District benchmark testing, FAIR, FCAT data, classroom data, student work samples aligned with depth of knowledge and discussed at grade level PLC meetings

**Person Responsible**

Laine Obando

**Schedule**

On 6/10/2016

**Evidence of Completion**

PLC minutes, Leadership team meeting minutes, grade chair minutes

**G3.** The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines. 1

G071245

**G3.B1** Barriers include collaboration time and proper training tools. 2

B185853

**G3.B1.S1** Pine Ridge is committed to working in grade level Professional Learning Community teams every Thursday to collaborate, design and review instructional best practices, and review assessment data. This will provide teachers with focused time to unpack standards and plan assessments aligned with the rigor of the standard. Pine Ridge will continue "Wonderful Wednesday" for the 2015-16 school year. This model enables teachers to have a full day of collaborative planning each 9 weeks. This planning time will be used to develop lessons that use high cognitive demand, such as problem based learning activities. 4

S197266

### Strategy Rationale

#### Action Step 1 5

Teachers will meet as a grade level PLC weekly to discuss instruction and review assessment data.

#### **Person Responsible**

Stephanie Mayuski

#### **Schedule**

Weekly, from 8/20/2015 to 6/9/2016

#### **Evidence of Completion**

PLC meeting minutes

#### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The steps will be observed, minutes reviewed, and feedback solicited and areas addressed to strive for continuous improvement.

#### **Person Responsible**

Stephanie Mayuski

#### **Schedule**

Weekly, from 8/18/2015 to 6/16/2016

#### **Evidence of Completion**

minutes, leadership meetings, email communication, schedules



**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3.B1.S2** The Pine Ridge Elementary PBL leader, Beth Petty, is working collaboratively with the PBL team comprised of different grade levels and disciplines to plan spiraling curriculum centered around a theme. The PBL team will design a week-long unit to provide students with educational experiences that require the use of high cognitive demand. Pine Ridge will incorporate STEM/PBL activities with the goal of earning "STEM School" recognition. 4

 S197267

**Strategy Rationale**

**Action Step 1** 5

Three year implementation plan for PBL to increase cognitive demand across curriculum.

**Person Responsible**

Stephanie Mayuski

**Schedule**

Monthly, from 8/17/2015 to 6/8/2016

***Evidence of Completion***

Meeting minutes, high level of collaboration among faculty members, increased student test scores

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

PLC meeting data

**Person Responsible**

Stephanie Mayuski

**Schedule**

Weekly, from 8/20/2015 to 6/9/2016

***Evidence of Completion***

PLC SMART goal progress, PLC meeting minutes, agendas, and assessment data

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Review PBL Leadership Committee minutes

**Person Responsible**

Stephanie Mayuski

**Schedule**

Monthly, from 8/20/2015 to 6/9/2016

**Evidence of Completion**

PBL meeting minutes, leadership team meeting agendas, PBL activities binder

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Leadership Team will monitor for evidence of growth.

**Person Responsible**

Stephanie Mayuski

**Schedule**

Monthly, from 8/20/2015 to 6/9/2016

**Evidence of Completion**

Student achievement data, student growth, teacher observation and feedback, instructional walkthrough data

**G3.B1.S3** The second grade team of teachers will begin a planning year for personalized learning in math instruction. Teachers will attend professional development, visit Personalized Learning schools, receive support from a district ILS (Innovative Learning Specialist) and incorporate elements of PL into math units. Students will pursue instruction in a variety of ways based on their needs, skills, and interests. 4

 S197268

### Strategy Rationale

#### Action Step 1 5

Collaborative Planning

**Person Responsible**

Laine Obando

**Schedule**

Monthly, from 9/1/2015 to 6/10/2016

***Evidence of Completion***

Collaborative Planning minutes and agendas

#### Action Step 2 5

PL Summit

**Person Responsible**

Laine Obando

**Schedule**

On 9/22/2015

***Evidence of Completion***

Summit agenda and PLC minutes

**Plan to Monitor Fidelity of Implementation of G3.B1.S3 6**

PLC meetings, ILS site visits, Classroom walkthroughs

**Person Responsible**

Laine Obando

**Schedule**

**Evidence of Completion**

PLC minutes, ILS meetings with leadership team, classroom walkthroughs and observations

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Classroom walkthroughs, observations

**Person Responsible**

Laine Obando

**Schedule**

**Evidence of Completion**

Classroom walkthrough feedback and data collection

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Bully-Proof your school planning	Obando, Laine	9/2/2015	lesson plans, Bully Proof your school plan	9/2/2015 one-time
G2.B1.S1.A1	Thinking Maps Training	Obando, Laine	8/12/2014	Teacher lesson plans, PLC minutes, Leadership team minutes	one-time
G3.B1.S1.A1	Teachers will meet as a grade level PLC weekly to discuss instruction and review assessment data.	Mayuski, Stephanie	8/20/2015	PLC meeting minutes	6/9/2016 weekly
G3.B1.S2.A1	Three year implementation plan for PBL to increase cognitive demand across curriculum.	Mayuski, Stephanie	8/17/2015	Meeting minutes, high level of collaboration among faculty members, increased student test scores	6/8/2016 monthly
G3.B1.S3.A1	Collaborative Planning	Obando, Laine	9/1/2015	Collaborative Planning minutes and agendas	6/10/2016 monthly
G1.B1.S1.A2	Bully Proof Pine Ridge Plan	Obando, Laine	9/2/2015	SAC Meeting minutes	9/2/2015 one-time

**Lake - 0591 - Pine Ridge Elementary School - 2015-16 SIP**  
*Pine Ridge Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Weekly PLC meetings	Mayuski, Stephanie	8/21/2014	Evidence includes PLC meeting minutes, agendas, and classroom observations.	6/4/2015 weekly
G3.B1.S3.A2	PL Summit	Obando, Laine	9/22/2015	Summit agenda and PLC minutes	9/22/2015 one-time
G1.B1.S1.A3	Bullying Articles/Information in Bear Facts Newsletter	Obando, Laine	8/18/2015	Bear Facts Newsletter	6/10/2016 quarterly
G1.MA1	Discipline reports	Obando, Laine	9/2/2015	PBS meeting minutes, Faculty meeting agenda	9/2/2015 monthly
G1.B1.S1.MA1	Safety Committee Chair	Obando, Laine	8/18/2015	Safety Committee meeting minutes/ agenda, leadership team meeting minutes, guidance meetings	8/18/2015 quarterly
G1.B1.S1.MA1	Safe Schools Chair and Committee review	Obando, Laine	8/18/2015	Safety Committee minutes/notes	6/10/2016 quarterly
G2.MA1	Classroom walkthrough data	Obando, Laine	8/27/2015	Instructional walkthrough data chats, leadership meeting agendas, instructional BINGO progress	6/9/2016 biweekly
G2.MA2	Science assessment data	Mayuski, Stephanie	8/27/2015	PLC meeting minutes and agendas, PLC meeting SMART goals, unit/ chapter assessment results, FCAT science results, leadership meeting minutes/agendas	6/9/2016 weekly
G2.B1.S1.MA1	District benchmark testing, FAIR, FCAT data, classroom data, student work samples aligned with depth of knowledge and discussed at grade level PLC meetings	Obando, Laine	8/18/2015	PLC minutes, Leadership team meeting minutes, grade chair minutes	6/10/2016 one-time
G2.B1.S1.MA1	Minutes and agendas will be reviewed and discussion items will be followed up with action as necessary.	Obando, Laine	8/12/2014	minutes, agendas, TEAM/classroom data, consultation with district T. Maps program specialists	6/4/2015 quarterly
G3.MA1	The data that will be collected includes benchmark testing, FAIR, FSA, FCAT Science and classroom data.	Mayuski, Stephanie	8/20/2015	minutes of PLC meetings, data results	6/9/2016 monthly
G3.B1.S1.MA1	[no content entered]			once	
G3.B1.S1.MA1	The steps will be observed, minutes reviewed, and feedback solicited and areas addressed to strive for continuous improvement.	Mayuski, Stephanie	8/18/2015	minutes, leadership meetings, email communication, schedules	6/16/2016 weekly
G3.B1.S2.MA1	Leadership Team will monitor for evidence of growth.	Mayuski, Stephanie	8/20/2015	Student achievement data, student growth, teacher observation and feedback, instructional walkthrough data	6/9/2016 monthly
G3.B1.S2.MA1	PLC meeting data	Mayuski, Stephanie	8/20/2015	PLC SMART goal progress, PLC meeting minutes, agendas, and assessment data	6/9/2016 weekly
G3.B1.S2.MA3	Review PBL Leadership Committee minutes	Mayuski, Stephanie	8/20/2015	PBL meeting minutes, leadership team meeting agendas, PBL activities binder	6/9/2016 monthly
G3.B1.S3.MA1	Classroom walkthroughs, observations	Obando, Laine	Classroom walkthrough feedback and data collection	weekly	
G3.B1.S3.MA1	PLC meetings, ILS site visits, Classroom walkthroughs	Obando, Laine	PLC minutes, ILS meetings with leadership team, classroom walkthroughs	weekly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			and observations		

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** The faculty and staff at Pine Ridge will work collaboratively to create a safe environment for all students.

**G1.B1** Planning time, curriculum resources for classroom teachers to support anti-bullying instruction

**G1.B1.S1** Guidance counselors will work with enrichment teachers and classroom teachers to develop a comprehensive anti-bullying plan. We will use collaborative funds to support teacher planning time and provide an additional enrichment rotation for Wonderful Wednesdays. One enrichment teacher will teach an anti-bullying lesson to each class on Wonderful Wednesday following the district curriculum. In addition, our media specialist will support anti-bullying instruction by teaching explicit lessons during October's "Unite Against Bullying" month.

### **PD Opportunity 1**

Bully Proof Pine Ridge Plan

#### **Facilitator**

Laine Obando

#### **Participants**

SAC members

#### **Schedule**

On 9/2/2015

**G2.** The faculty and staff at Pine Ridge will work to incorporate 21st century skills alongside our implementation of the Florida Standards. These skills include critical thinking and problem solving, collaboration, oral and written communication skills, as well as accessing and analyzing information. (Wagner, Tony. *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need--and What We Can Do About It*. New York: Basic Books, 2008.)

**G2.B1** Research based tools and information, planning time, and consensus, funding for Thinking Maps binders

**G2.B1.S1** Kindergarten and first grade teachers will be trained in Thinking Maps "Write from the Beginning" to incorporate writing across content areas. Wonderful Wednesday will continue, providing one full day of grade level collaboration per 9 week period for teachers. Weekly grade level PLC meetings will provide dedicated time to unpack the Florida Standards and discuss the continuous improvement cycle. Teachers will work together to plan instruction, implement strategies in the classroom, monitor student progress and define remediation/enrichment needs.

### **PD Opportunity 1**

Thinking Maps Training

#### **Facilitator**

Sherrie Smith, Lindsay Messner

#### **Participants**

All instructional staff

#### **Schedule**

### **PD Opportunity 2**

Weekly PLC meetings

#### **Facilitator**

Principal

#### **Participants**

all teachers

#### **Schedule**

Weekly, from 8/21/2014 to 6/4/2015



**G3.** The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines.

**G3.B1** Barriers include collaboration time and proper training tools.

**G3.B1.S1** Pine Ridge is committed to working in grade level Professional Learning Community teams every Thursday to collaborate, design and review instructional best practices, and review assessment data. This will provide teachers with focused time to unpack standards and plan assessments aligned with the rigor of the standard. Pine Ridge will continue "Wonderful Wednesday" for the 2015-16 school year. This model enables teachers to have a full day of collaborative planning each 9 weeks. This planning time will be used to develop lessons that use high cognitive demand, such as problem based learning activities.

#### **PD Opportunity 1**

Teachers will meet as a grade level PLC weekly to discuss instruction and review assessment data.

##### **Facilitator**

Grade chair

##### **Participants**

all teachers

##### **Schedule**

Weekly, from 8/20/2015 to 6/9/2016

**G3.B1.S3** The second grade team of teachers will begin a planning year for personalized learning in math instruction. Teachers will attend professional development, visit Personalized Learning schools, receive support from a district ILS (Innovative Learning Specialist) and incorporate elements of PL into math units. Students will pursue instruction in a variety of ways based on their needs, skills, and interests.

#### **PD Opportunity 1**

PL Summit

##### **Facilitator**

District Personnel

##### **Participants**

4 PRES teacher and leadership representatives

##### **Schedule**

On 9/22/2015

**Technical Assistance Items**

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**Budget**

<b>Budget Data</b>			
1	G1.B1.S1.A1	Bully-Proof your school planning	\$0.00
2	G1.B1.S1.A2	Bully Proof Pine Ridge Plan	\$0.00
3	G1.B1.S1.A3	Bullying Articles/Information in Bear Facts Newsletter	\$0.00
4	G2.B1.S1.A1	Thinking Maps Training	\$0.00
5	G2.B1.S1.A2	Weekly PLC meetings	\$0.00
6	G3.B1.S1.A1	Teachers will meet as a grade level PLC weekly to discuss instruction and review assessment data.	\$0.00
7	G3.B1.S2.A1	Three year implementation plan for PBL to increase cognitive demand across curriculum.	\$0.00
8	G3.B1.S3.A1	Collaborative Planning	\$0.00
9	G3.B1.S3.A2	PL Summit	\$0.00
			<b>Total:</b> \$0.00