

Lake County Schools

# Pine Ridge Elementary School



2016-17 Schoolwide Improvement Plan

# Pine Ridge Elementary School

10245 COUNTY ROAD 561, Clermont, FL 34711

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	46%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

## School Grades History

<b>Year</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	B	B*	B	B

*\*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Pine Ridge Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. Provide the school's vision statement.

The Pine Ridge Vision is "Striving to personalize instruction to support students as they realize their full potential through active engagement."

#### 2. School Environment

##### a. 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.

##### b. 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. At the beginning of the year, students learn to unpack the standard of the school-wide "BEAR" expectations. 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. Student assemblies support positive behavior and character education. Teachers and staff encourage students to participate in after school activities to build strong skills and relationships within the community.

##### c. 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.

##### d. 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.

### 3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

### B. Family and Community Engagement

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

**1. 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. Â§ 6314(b)(1)(F).

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

No

**1. PIP Link**

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

**2. Description**

Pine Ridge builds positive relationships by the following means:

- monthly SAC and PTO meetings
- volunteer program managed by guidance counselor
- parent/teacher conferences
- MTSS meetings with parents
- structured family and community events including Pine Ridge Row, Boosterthon, and performances

- student musical programs
- S.T.E.M. night
- Night at the Museum
- Bear Olympics
- Pine Ridge Row - a service learning event
- Teddy Bear picnic to commemorate school opening

**2. 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. 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.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Obando, Laine	Principal
Burns, Natasha	Assistant Principal

**b. Duties**

**1. 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. The personalized learning facilitator supports the instructional decision-making while focusing on the core elements of PL.

**2. 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 tutoring students in the lowest quartile in reading and math in grades 3, 4, and 5.

**2. School Advisory Council (SAC)**

**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laine Obando	Principal
Kimberly Couch	Parent
Stephanie Clarke	Parent
Rosalynd Allen	Parent
Joscelyn Campbell	Parent
Sharon Meadows	Teacher
Fawn Lantes	Teacher
Melissa Noward	Teacher
Jennifer Fulmer	Teacher
Tara LaRoche	Parent
Jennifer Spoto	Parent
Shay Hochreiter	Parent
Sara Forero	Parent
Marie Roberts	Teacher
Kelly Livorsi	Education Support Employee
Julie Bandelin	Education Support Employee
Jennifer Fenn	Parent
Nayla McCarty	Parent
Dana Kelly	Parent

**b. Duties**

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

a. Evaluation of last year's school improvement plan

We continuously monitored SIP data and initiatives. Additionally, the 16-17 SIP was presented at the September meeting after a review of 15-16 initiatives. Members are welcome to seek clarification and provide input.

*b. 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.

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

There are no funds.

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

There are no anticipated funds.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Obando, Laine	Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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. IStation usage, progress, and tracking will be discussed to promote literacy as well.

Membership:

- Tammy Cripe -1st Grade Teacher;
- Stephanie Fishel- K-2 ASD
- Jennifer Fulmer-Literacy Coach;
- Dyanna Alley Wilson-Kindergarten Teacher;
- Julia Juhl-Media Specialist;
- Kimberly Keane-2nd Grade Teacher;
- Sarah Klosterman-5th Grade Teacher;

Melissa Noward-3rd Grade Teacher;  
Marie Roberts - 5th grade  
Christine Denman-4th grade

## D. Public and Collaborative Teaching

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

### 1. 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.

### 2. 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

New Bears induction process and Bear Cub committee to support teachers in their transition to PRES

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

Work with Instructional Recruitment partner to recruit highly qualified applicants.

### 3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

#### 1. 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.

#### b. Instructional Strategies

#### 1. 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 at individual student meetings in October, December, and February. 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.

**2. 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**

Obando, Laine, obandol@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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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.

**b. College and Career Readiness**

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

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

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

**4. 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.**

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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.** Teachers will understand, plan, and incorporate the ELA and math instructional shifts to deliver standards-based instruction in all content areas for all students.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G086846

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	95.0
Attendance rate	95.0

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent system in place for monitoring student attendance.
- Varying proficiency levels relative to student behavior ownership and accountability.
- Inconsistent procedures for classroom discipline.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Bully-Proof your School resources
- Safety Committee Training
- Classroom infraction report
- DecisionEd reports

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

Student attendance reports from DecisionEd.

**Person Responsible**

Natasha Burns

**Schedule**

Monthly, from 9/9/2016 to 6/2/2017

**Evidence of Completion**

Decrease in attendance infractions per attendance report.

**G2.** Teachers will understand, plan, and incorporate the ELA and math instructional shifts to deliver standards-based instruction in all content areas for all students. 1a

G086847

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FCAT 2.0 Science Proficiency	65.0
FSA Mathematics Achievement	70.0

**Targeted Barriers to Achieving the Goal** 3

- Instructional shifts not completely incorporated in instructional design and delivery.
- Data inconsistently used or analyzed to inform instruction and drive student performance.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Eduphoria reports, Assignments Matter book, student data sheets

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

Classroom walkthrough data

**Person Responsible**

Laine Obando

**Schedule**

Monthly, from 8/18/2016 to 6/2/2017

**Evidence of Completion**

CWT reports, trends

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

iReady growth report

**Person Responsible**

Natasha Burns

**Schedule**

Monthly, from 8/18/2016 to 6/2/2017

**Evidence of Completion**

growth reporting and data tracking wall in PLC room



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

iStation growth report

**Person Responsible**

Natasha Burns

**Schedule**

Monthly, from 8/2/2016 to 6/2/2017

***Evidence of Completion***

growth reporting and data tracking wall in PLC room

## 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**

 G086846

**G1.B1** Inconsistent system in place for monitoring student attendance. **2**

 B230878

**G1.B1.S1** We will implement monthly attendance data cycles between guidance counselors and the school social worker. Teachers will follow the attendance flow chart for procedures. **4**

 S243590

### Strategy Rationale

If we implement monthly attendance data cycles, then we will develop plans/contracts to decrease attendance infractions.

### Action Step 1 **5**

Create monthly attendance meeting schedule.

#### Person Responsible

Laine Obando

#### Schedule

On 8/9/2016

#### Evidence of Completion

DecisionEd data reports, attendance tracking binder, attendance meeting log

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

Guidance counselors will share attendance updates during leadership meetings.

**Person Responsible**

Natasha Burns

**Schedule**

Monthly, from 8/19/2016 to 6/2/2017

***Evidence of Completion***

Safety Committee minutes/notes

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

Scheduled student attendance meetings.

**Person Responsible**

Natasha Burns

**Schedule**

Monthly, from 8/19/2016 to 6/9/2017

***Evidence of Completion***

Attendance meeting logs.

**G1.B2** Varying proficiency levels relative to student behavior ownership and accountability. 2

B230879

**G1.B2.S1** We will implement a school-wide behavior scale utilizing PBS common expectations. 4

S243592

**Strategy Rationale**

If we implement a common behavior scale, students will reflect and take ownership of their behavioral expectations.

**Action Step 1** 5

Professional development provided for all teachers related to school-wide behavior rating scale.

**Person Responsible**

Laine Obando

**Schedule**

On 8/3/2016

**Evidence of Completion**

Back to school faculty meeting agenda, sign-in sheet

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Create a classroom walkthrough schedule to include "culture" feedback

**Person Responsible**

Laine Obando

**Schedule**

On 6/2/2017

**Evidence of Completion**

CWT feedback forms

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Review behavior analysis by grade level.

**Person Responsible**

Natasha Burns

**Schedule**

Monthly, from 8/10/2016 to 6/2/2017

**Evidence of Completion**

DecisionEd infraction analysis, Leadership team minutes

**G1.B3** Inconsistent procedures for classroom discipline. 2

 B230880

**G1.B3.S1** Implement classroom infraction report procedure. 4

 S243593

**Strategy Rationale**

This systematic procedure will enable teachers to monitor and track minor discipline infractions.

**Action Step 1** 5

Create PRE classroom infraction report.

**Person Responsible**

Natasha Burns

**Schedule**

On 8/3/2016

**Evidence of Completion**

Classroom infraction report

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Review monthly discipline reports through DecisionEd

**Person Responsible**

Natasha Burns

**Schedule**

Monthly, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

Infraction analysis report, Leadership meeting minutes, Faculty meeting agenda

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Infraction analysis report and data trends

**Person Responsible**

Natasha Burns

**Schedule**

Monthly, from 8/3/2016 to 6/2/2017

***Evidence of Completion***

Infraction analysis report, decrease in discipline referrals

**G2.** Teachers will understand, plan, and incorporate the ELA and math instructional shifts to deliver standards-based instruction in all content areas for all students. 1

G086847

**G2.B1** Instructional shifts not completely incorporated in instructional design and delivery. 2

B230881

**G2.B1.S1** We will utilize weekly PLC meetings to focus collaborative planning on the ELA and/or math shifts. 4

S243594

### Strategy Rationale

If we utilize PLC meetings to focus on the shifts, teachers will effectively deliver standards-based instruction to the full intent of the standard.

### Action Step 1 5

Create common planning schedule (PLC) with identified facilitator/coach using established FCIM cycle.

#### Person Responsible

Laine Obando

#### Schedule

#### Evidence of Completion

Teacher lesson plans, PLC minutes, Leadership team minutes

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

PLC minutes including ELA and/or math shifts

#### Person Responsible

Natasha Burns

#### Schedule

Every 6 Weeks, from 8/17/2016 to 6/2/2017

#### Evidence of Completion

minutes, PLC agendas, PL sign-in sheets

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

Classroom walkthroughs

**Person Responsible**

Laine Obando

**Schedule**

Weekly, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

Classroom Walkthrough data

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

IReady and iStation reports

**Person Responsible**

Laine Obando

**Schedule**

Monthly, from 8/18/2016 to 6/2/2017

***Evidence of Completion***

iReady, iStation growth reports



**G2.B1.S2** We will utilize Wonderful Wednesday to support collaborative planning and teachers' understanding of the instructional shifts. 4

S243595

### Strategy Rationale

If we use Wonderful Wednesday to support collaborative planning and teachers understanding of the shifts, then teachers will effectively plan and deliver standards-based instruction to the full intent of the standards.

### Action Step 1 5

Grade level planning through WW with tasks aligned to standards

#### Person Responsible

Laine Obando

#### Schedule

Quarterly, from 8/10/2016 to 8/10/2016

#### Evidence of Completion

WW minutes, agenda

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

WW minutes reflecting incorporation of shifts into planning

#### Person Responsible

Laine Obando

#### Schedule

Quarterly, from 8/10/2016 to 8/10/2016

#### Evidence of Completion

WW minutes and agenda

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Teacher lesson plans including standards and incorporation of the shifts

**Person Responsible**

Laine Obando

**Schedule**

Weekly, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

Teacher lesson plans

**G2.B1.S3** We will offer ongoing professional development through district and school-based coaching to further develop teacher understanding of the instructional shifts and rigorous, standards-based instruction. 4

S243596

### Strategy Rationale

If we offer ongoing professional development, then teachers will effectively plan and deliver standards-based instruction to the full intent of the standard.

### Action Step 1 5

Faculty meeting breakout sessions

#### Person Responsible

Laine Obando

#### Schedule

Every 2 Months, from 9/2/2016 to 6/2/2017

#### Evidence of Completion

breakout session descriptions, sign-in sheets

### Action Step 2 5

Teacher learning series focused on inclusion of the shifts

#### Person Responsible

Laine Obando

#### Schedule

Every 2 Months, from 9/2/2016 to 6/2/2017

#### Evidence of Completion

sign-in sheets, teacher lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Classroom walkthrough

**Person Responsible**

Natasha Burns

**Schedule**

Weekly, from 8/10/2016 to 6/2/2017

***Evidence of Completion***

CWT data and trends

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Breakout session schedule

**Person Responsible**

Natasha Burns

**Schedule**

Every 2 Months, from 10/20/2016 to 6/2/2017

***Evidence of Completion***

Breakout session sign-in sheets

**G2.B2** Data inconsistently used or analyzed to inform instruction and drive student performance. 2

B230882

**G2.B2.S1** We will implement bi-monthly data chats to inform instruction and drive student performance.

4

S243597

**Strategy Rationale**

If we implement bi-monthly data chats, then teachers will consistently use data effectively to drive instruction.

**Action Step 1** 5

Create a student data tracking form for bi-monthly data chats.

**Person Responsible**

Laine Obando

**Schedule**

On 8/3/2016

***Evidence of Completion***

data tracking tool

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Data chats

**Person Responsible**

Laine Obando

**Schedule**

Every 2 Months, from 8/2/2016 to 6/2/2017

***Evidence of Completion***

student data tracking forms

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Data chat meetings

**Person Responsible**

Natasha Burns

**Schedule**

Every 2 Months, from 10/2/2016 to 6/2/2017

***Evidence of Completion***

data chat notes on OneNote shared by leadership

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G2.B1.S1.A1 A315146	Create common planning schedule (PLC) with identified facilitator/coach using established FCIM...	Obando, Laine	8/1/2016	Teacher lesson plans, PLC minutes, Leadership team minutes	No End Date one-time
G1.B2.S1.A1 A315144	Professional development provided for all teachers related to school-wide behavior rating scale.	Obando, Laine	8/3/2016	Back to school faculty meeting agenda, sign-in sheet	8/3/2016 one-time
G1.B3.S1.A1 A315145	Create PRE classroom infraction report.	Burns, Natasha	8/3/2016	Classroom infraction report	8/3/2016 one-time
G2.B2.S1.A1 A315150	Create a student data tracking form for bi-monthly data chats.	Obando, Laine	8/3/2016	data tracking tool	8/3/2016 one-time
G1.B1.S1.A1 A315143	Create monthly attendance meeting schedule.	Obando, Laine	8/9/2016	DecisionEd data reports, attendance tracking binder, attendance meeting log	8/9/2016 one-time
G2.B1.S2.MA1 M326650	WW minutes reflecting incorporation of shifts into planning	Obando, Laine	8/10/2016	WW minutes and agenda	8/10/2016 quarterly
G2.B1.S2.A1 A315147	Grade level planning through WW with tasks aligned to standards	Obando, Laine	8/10/2016	WW minutes, agenda	8/10/2016 quarterly
G1.MA1 M326645	Student attendance reports from DecisionEd.	Burns, Natasha	9/9/2016	Decrease in attendance infractions per attendance report.	6/2/2017 monthly
G2.MA1 M326655	Classroom walkthrough data	Obando, Laine	8/18/2016	CWT reports, trends	6/2/2017 monthly
G2.MA2 M326656	iReady growth report	Burns, Natasha	8/18/2016	growth reporting and data tracking wall in PLC room	6/2/2017 monthly
G2.MA3 M326657	iStation growth report	Burns, Natasha	8/2/2016	growth reporting and data tracking wall in PLC room	6/2/2017 monthly
G1.B1.S1.MA1 M326640	Guidance counselors will share attendance updates during leadership meetings.	Burns, Natasha	8/19/2016	Safety Committee minutes/notes	6/2/2017 monthly
G1.B2.S1.MA1 M326641	Review behavior analysis by grade level.	Burns, Natasha	8/10/2016	DecisionEd infraction analysis, Leadership team minutes	6/2/2017 monthly
G1.B2.S1.MA1 M326642	Create a classroom walkthrough schedule to include "culture" feedback	Obando, Laine	8/3/2016	CWT feedback forms	6/2/2017 one-time
G1.B3.S1.MA1 M326643	Infraction analysis report and data trends	Burns, Natasha	8/3/2016	Infraction analysis report, decrease in discipline referrals	6/2/2017 monthly
G1.B3.S1.MA1 M326644	Review monthly discipline reports through DecisionEd	Burns, Natasha	8/10/2016	Infraction analysis report, Leadership meeting minutes, Faculty meeting agenda	6/2/2017 monthly
G2.B1.S1.MA1 M326646	IReady and iStation reports	Obando, Laine	8/18/2016	iReady, iStation growth reports	6/2/2017 monthly
G2.B1.S1.MA1 M326647	PLC minutes including ELA and/or math shifts	Burns, Natasha	8/17/2016	minutes, PLC agendas, PL sign-in sheets	6/2/2017 every-6-weeks
G2.B1.S1.MA3 M326648	Classroom walkthroughs	Obando, Laine	8/10/2016	Classroom Walkthrough data	6/2/2017 weekly
G2.B2.S1.MA1 M326653	Data chat meetings	Burns, Natasha	10/2/2016	data chat notes on OneNote shared by leadership	6/2/2017 every-2-months
G2.B2.S1.MA1 M326654	Data chats	Obando, Laine	8/2/2016	student data tracking forms	6/2/2017 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1 M326649	Teacher lesson plans including standards and incorporation of the shifts	Obando, Laine	8/10/2016	Teacher lesson plans	6/2/2017 weekly
G2.B1.S3.MA1 M326651	Breakout session schedule	Burns, Natasha	10/20/2016	Breakout session sign-in sheets	6/2/2017 every-2-months
G2.B1.S3.MA1 M326652	Classroom walkthrough	Burns, Natasha	8/10/2016	CWT data and trends	6/2/2017 weekly
G2.B1.S3.A1 A315148	Faculty meeting breakout sessions	Obando, Laine	9/2/2016	breakout session descriptions, sign-in sheets	6/2/2017 every-2-months
G2.B1.S3.A2 A315149	Teacher learning series focused on inclusion of the shifts	Obando, Laine	9/2/2016	sign-in sheets, teacher lesson plans	6/2/2017 every-2-months
G1.B1.S1.MA1 M326639	Scheduled student attendance meetings.	Burns, Natasha	8/19/2016	Attendance meeting logs.	6/9/2017 monthly



## V. 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.B2** Varying proficiency levels relative to student behavior ownership and accountability.

**G1.B2.S1** We will implement a school-wide behavior scale utilizing PBS common expectations.

### PD Opportunity 1

Professional development provided for all teachers related to school-wide behavior rating scale.

#### Facilitator

Randi Meinhart, PLF

#### Participants

All instructional

#### Schedule

On 8/3/2016

**G2.** Teachers will understand, plan, and incorporate the ELA and math instructional shifts to deliver standards-based instruction in all content areas for all students.

**G2.B1** Instructional shifts not completely incorporated in instructional design and delivery.

**G2.B1.S2** We will utilize Wonderful Wednesday to support collaborative planning and teachers' understanding of the instructional shifts.

### PD Opportunity 1

Grade level planning through WW with tasks aligned to standards

#### Facilitator

Jennifer Fulmer and Beth Petty

#### Participants

grade levels during WW

#### Schedule

Quarterly, from 8/10/2016 to 8/10/2016

**G2.B1.S3** We will offer ongoing professional development through district and school-based coaching to further develop teacher understanding of the instructional shifts and rigorous, standards-based instruction.

**PD Opportunity 1**

Faculty meeting breakout sessions

**Facilitator**

Jennifer Fulmer, Beth Petty, and Randi Meinhart

**Participants**

all instructional

**Schedule**

Every 2 Months, from 9/2/2016 to 6/2/2017

**PD Opportunity 2**

Teacher learning series focused on inclusion of the shifts

**Facilitator**

Jennifer Fulmer, Beth Petty, and Randi Meinhart

**Participants**

instructional

**Schedule**

Every 2 Months, from 9/2/2016 to 6/2/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Create monthly attendance meeting schedule.	\$0.00
2	G1.B2.S1.A1	Professional development provided for all teachers related to school-wide behavior rating scale.	\$0.00
3	G1.B3.S1.A1	Create PRE classroom infraction report.	\$0.00
4	G2.B1.S1.A1	Create common planning schedule (PLC) with identified facilitator/coach using established FCIM cycle.	\$0.00
5	G2.B1.S2.A1	Grade level planning through WW with tasks aligned to standards	\$0.00
6	G2.B1.S3.A1	Faculty meeting breakout sessions	\$0.00
7	G2.B1.S3.A2	Teacher learning series focused on inclusion of the shifts	\$0.00
8	G2.B2.S1.A1	Create a student data tracking form for bi-monthly data chats.	\$0.00
<b>Total:</b>			<b>\$0.00</b>