

Volusia County Schools

# Pine Ridge High School



2017-18 Schoolwide Improvement Plan

## Pine Ridge High School

926 HOWLAND BLVD, Deltona, FL 32738

<http://myvolusiaschools.org/school/pineridge/pages/default.aspx>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

*\*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 Volusia 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	15
<b>8-Step Planning and Problem Solving Implementation</b>	<b>22</b>
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>35</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>37</b>
Professional Development Opportunities	37
Technical Assistance Items	39
<b>Appendix 3: Budget to Support Goals</b>	<b>39</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Pine Ridge High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Panthers will graduate high school in 4 years or less with a diploma in one hand and a plan for a successful personal future in the other.

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

Through creative approaches we commit ourselves to nurture mutual respect, personal responsibility and individual growth, thereby fostering lifelong success for our students.

#### 2. School Environment

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

Each interaction an encounter with an adult builds the schools environment. This culture begins with personalized visits to the middle schools and continues throughout our freshman orientation and freshman first day of school. Our school counselors and administrators meet students on a regular basis.

Our teachers administer climate surveys sponsor clubs after school to ascertain more information from our students. This also helps identify with the students and build relationships with the student body. The principal celebrates the accomplishments of teachers, instructional coaches, teams, students, and the organization . Often teachers and students are provided with academic and program incentives.

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

Pine Ridge High school is a community school. We consistently invite parents, community and business leaders on campus to engage in the educational process with our students. Teachers are encouraged to provide a cooperative learning atmosphere where students feel respected and can trust with hard work, they can be successful. We provide character education individually, in small groups, and have guest speakers for different grade levels and departments.

Our safety team is comprised of administration, the leadership team, and campus advisors. Members of this team meet regularly to review safety policies and procedures to review policies and procedures that our students and staff follow in the event of an emergency. In addition, these members are also visible throughout the day which helps our students feel safe and respected by allowing students an immediate resource or outlet when needed. Teachers are encouraged to share ideas to increase safety, mutual respect, and trust amongst the student body.

Throughout the day, administrators are placed throughout the campus to monitor each area. In addition, the main gate is monitored by a campus advisor. This ensures that visitors are checked in at the main office. We also have a school resource officer on campus who helps with crime prevention.

##### 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.

Schoolwide consistency is essential to minimizing behavioral concerns amongst our student body. Teachers and administrators have been trained to be visible throughout the day. Each classroom teacher stands at their door during class change to monitor student behavior. Administrators, campus advisors, and additional personnel are available to assist in the hallways. This allows students to have quick accessibility to an adult but also for adults to correct and minimize any incidents.

It is our goal to maintain the instructional momentum in the classroom by meeting the needs of our individual students. We support each student whether they remain in the classroom or are sent out. In our dean's office, students are provided with resources and strategies to be more successful in the classroom setting. Parents are also encouraged to stay in frequent communication with our teachers and staff regarding student infractions. When necessary students are referred to the discipline office which also houses our school resource office and in school suspension room.

We offer CHAMPS trainings for our new teachers and provide them with a mentor on campus to confide in. New teachers are welcome to visit other teachers for ideas and have help generating rules and setting up the classroom at the beginning of the year. New teachers meet regularly with administration to ensure they have the support they need. In addition, Volusia County Schools provides each new teacher with a PAR. The PAR comes to observe the teacher's ability to manage the classroom and provides actionable feedback.

**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.**

Pine Ridge High School has both a behavior specialist and certified counselor from Halifax who are located on campus. Our student services department reviews our attendance and special program data to identify appropriate social-emotional resources for students. Within our student services department are our school psychologist, social worker, school counselors, and administrators. In addition to formalized counseling programs provided, our school provides less traditional counseling in the form of mentoring.

We also have several programs that support emotional health school wide. Those include red ribbon week, suicide prevention programs, and a required personal fitness.

Annually I teachers are provided with trainings to identify suicidal warning signs, dating violence, and bullying and harassment prevention. Should a student be referred to our school counselor for a concern of harm, our school resource officer has the authority to transport students to a local facility for an additional screening.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System helps to identify students who are at risk for academic and behavioral issues based on indicators that are supported by current research. The indicators on the Early Warning System report include Grade Point Average, Number of referrals, Attendance, Disciplinary Actions, Retentions, Exceptional Student Education placement, or English Language Learner status, and previous State Assessment scores. The presence of multiple indicators has been shown to increase a student's risk of making adequate academic progress. To address the needs of these students, our Leadership team realizes the need to differentiate and prioritize needs. This process allows us to strategically determine and identify school wide and group trends. This process also allows for informed strategizing in our PLC meetings, Leadership meetings, Faculty Meetings and



Student Services data sessions. The data is essential in the development of targeted interventions and positive behavioral supports.

To better address the needs of our students, we modified our Problem Solving Team (PST) process by assigning the duties to be shared by each school counselor. This year we have adopted two Graduation Assurance teachers. The administrative team determined that using this model allowed for a more effective process to identify and respond to student needs. My first priority was to support teachers in using this system more effectively by providing multiple opportunities for them to receive training and support to understand their roles in the process. My goal was for teachers to become more familiar with the process so that they would recognize when students were in need of additional support, what to do to provide that support, and when to seek assistance when their supports did not result in positive outcomes. Teachers were provided training to assist teachers in analyzing what the data portrayed and how to provide the necessary support and interventions by analyzing the problem by considering factors related to the Instruction, Curriculum, Environment, and/or Learner (ICEL). I stressed the need to look beyond the individual student to examine trends and group findings. They were reminded to consider whether the problem may be for the entire class, groups of students, or the individual.

To develop a better understanding of the Multi-Tiered System of Support, Administration meets with the leadership and district specialist along with coaches regularly. As a result of our collaboration, we created flowcharts and digraphs to identify resources to meet student needs based on the data. When reviewing the Early Warning System report various sorts are arranged to determine the factors that might impact student outcomes the most. With the assistance of the school psychologist, social worker, and school counselor, we reviewed individual and group student data. It was clear that the impacts of the indicators varied for each student. In examining the data, the team worked to align available services, resources, and supports with student needs. For example, for students with a high number of absences and low performance on state assessments, but no behavioral concerns, initial interventions would target their school attendance. For students that did not present attendance or behavioral concerns, student with no behavior or attendance issues, but performed low academically, and had been retained, targeted interventions would provide academic supports. Students with high FSA scores, good attendance, but excessive referrals would be targeted for behavioral supports.

The plan of action to address the needs of these targeted student groups was then shared with PLC's, administrators, and our clerical staff. To help support our teacher's professional growth, I provided training on the Grading Guidelines. The Pine Ridge High School Grading Guideline specifies that teachers provide remediation for students who do not demonstrate mastery, which is considered 70%. This aligns with the PST process and provides another avenue to align interventions with remediation for students. As a part of the problem solving process, we analyzed the data to determine if we needed to implement instructional or curriculum modifications.

Working with the new teachers provides time to review and analyze their gradebooks, lesson plan design, and discuss concerning trends. At times, it is important to meet with veteran teachers who have isolated areas of concerns. As a team, it is necessary to problem solve with struggling students. There isn't always a cookie cutter answer. There are tiers, we start with groups but sometime end up looking individually.

Throughout the year administration meets with our guidance counselors, whose role is to ensure that the progression of each student is being appropriately documented and monitored. We realized that teachers continued to have difficulty with knowing when to refer students to PST, and when and how to implement interventions. It is clear that many students may not receive the interventions that are needed, and those that interventions implemented lack fidelity. We support individual teachers who were struggling by providing a day with rotating sessions for them and a substitute for their classes.



Our Academic coaches will also receive intensive support this year. Our reading and math coaches assist in developing, leading, and evaluating the core content for their respective areas of focus. Our coaches work collaboratively with student services personnel to identify appropriate, evidence-based intervention strategies that address the needs of our struggling students. Our coaches are responsible for assisting with the continuous progress monitoring and data collection of district assessments, and help to analyze this data while implementing the instructional shifts. This helps to increase the rigor within our classroom which ultimately effects our lowest performers. There was added value in providing extensive training for the coaches, as they in turn were able to assist in providing professional development support to the teachers. This reflective process was valuable for continuous assessment, implementation, and monitoring.

Parents will also receive information about what they can do within the home setting to support their students' academic endeavors. Each parent will receive invitations early in the school year to come out and meet supportive members from the school. I am hoping that we can provide a relaxed setting that encourages their attendance and provides resources available from home. Throughout the year, we will continue to provide information and updates to our students and their families through our Graduation Assurance coordinators as well as our staff members. We also utilize our Pine Ridge High School newsletters, SAC, Twitter, and at parent conferences. We assure our parents that they are a part of the school team, and we value their participation and input as we all strive to reach a common goal, student success.

**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	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	47	48	37	0	132

**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	

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

1. The Early Warning System (EWS) Report is reviewed and monitored closely as it continues to populate throughout the school year.
2. Students are dis-aggregated based on need.
3. If they are identified as an ESE student, the IEP facilitator and ESE Administrator work with their team to determine whether a student has appropriate support and/or delivery model(s). Students identified as an ESE student may also have similar struggles to general education students in terms of attendance and suspension. However, the process in resolving those issues will be different.
4. General education students who are on the early warning system will be recommended for the Problem-Solving Team. During this time, academic intervention programs will be provided to further support the student. The intervention programs we offer include intensive reading, remedial math,

office hours, and after school tutoring programs. We also have a school social worker who can help address attendance concerns.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

### **1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/436484>.

### **2. Description**

A PIP has been uploaded for this school or district - see the link above.

**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 school initiates several school wide initiatives to promote community partnerships. We have a committed SAC committee that helps us creatively design programs that promote parental involvement. Our guidance department regularly meets with parents to educate them on programs and resources available to our students and families including college and careers. Each academy has their own parent boards that involves local business to help students transition into the workplace and provides our students with experiences and internships. We host a college and career fair along with a health fair for our community to attend. We promote events that include our feeder elementary and middle school students and faculty. This year we are also hiring a parent liaison to work with parents individually regarding our school resources that are available to students.

## C. Effective Leadership

### **1. School Leadership Team**

#### **a. Membership**

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

Name	Title
Myers, Richard	Principal
Selesky, Cheryl	Assistant Principal
Douglas, Alicia	Assistant Principal
Swint, Michelle	Instructional Coach
Jones, Lisa	Instructional Coach
Gilbert, Jessica	Teacher, K-12
Johnson, Quetera	Teacher, K-12
Filipek, Laura	Teacher, ESE
Goode, Mindy	Teacher, K-12
Hampshire, Jennifer	Teacher, ESE
Gowen, Linda	Teacher, K-12
Banks, Vicki	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.***

Principal Myers creates a vision for student achievement and guides the Leadership Team's work. Our leadership team members are representatives for other Leadership committees. Those committees include SAC, AVID, Literacy Leadership, and Graduation Assurance Committee. The committees review departmental and individual student progression data points such as performance scores, indicators within the Early Warning System, and current PST students.

As the curriculum and data leaders, we embrace the fact that professional development begins and ends with reflection. We reflect on the needs of Pine Ridge High school, by first analyzing the data. We have a strong emphasis that caters to the lower quartile students and frequently analyze their progression through the Early Warning System and PST process. In addition, we look at horizontal needs by each course progression and compare our school scores alongside the district. Furthermore, we take those parts and compare them to the department as a whole. This individual to whole reflection aligns perfectly with the continual school improvement process as a living process. We work alongside teams of teacher leaders to make this plausible. Our role is that of identification, support, communication, and resource allocation. We work with the administration, leadership, and teachers to identify areas of concern and strengths to continuously plan professional development. For this professional development training, district curriculum specialist provided a basis and we work with leaders to tailor their presentation to our school needs. The professional development training focused on the instructional shifts through the use of Tiered Assignments.

During Professional Learning Communities, each instructional leader shares in decision making by providing instructional support, professional development, and responding/evaluating data results. This drives the work within each professional learning community and determines what the needs of our departments and students are.

The Leadership team meets to evaluate alignment, resources, and the effect of interventions and strategies being used. This is a continuous cycle of support which includes monitoring, evaluating, and problem solving for all stakeholders.

### ***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.***

At Pine Ridge, all student programs, professional development, and resources are determined by school data. Administration, coaches, teacher leads, and school counselors work together to support our school improvement goal.

As a team, we review progress data monthly to identify interventions and remediation that supports instruction. Teachers are given professional development opportunities that are aligned with their curriculum which allows appropriate implementation and evaluation of the instructional shifts. This includes monitoring of the curriculum maps, assessments, and implementing high yielding instructional strategies. Each department meets monthly to review to collaborate on curriculum planning and share instructional strategies.

Students are given opportunities to remediate daily by selecting which course they need additional assistance with. All teachers participate in student office hours and provide remediation based on students requested need. Similarly, teachers can identify when students struggle with a specific area and offer office hours to intervene accordingly.

To further support our AVID teacher provides free tutoring after school every Tuesday and Thursday until 4 pm.

With over 50% of our students being at-risk for graduating, Title I funds will be utilized to monitor and meet with students who are at risk. In addition, we will utilize funding to provide an additional teacher who can provide help students in our Odyssey Lab who need to make up coursework for graduation. Funds will also be used to provide professional development for teachers that support instructional practices while implementing the Instructional Shifts. Our School Advisory Council will be involved with our School Improvement Plan and process ensuring that funds awarded are academic related and will further support student achievement.

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

### **a. Membership**

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

Name	Stakeholder Group
	Student
Buday, Jennifer	Student
Buday, Lorraine	Parent
Duckworth, Gerry	Parent
Giordano, Melanie	Parent
Haley, Margaret	Education Support Employee
Monroe, Sherrie	Teacher
Morin, Freddy	Teacher
Coffey, Lisa	Parent
Jones, Phyllis	Parent
Fickes, Carol	Parent
Fickes, Cortney	Student
Giordano, Sierra	Student
Morgan, Ivy Grace	Student
Barker, Bailey	Student
Barker, Cloe	Student
Brown, Venise	Parent
Blackburn, Tammy	Business/Community
Myers, Richard	Principal
Douglas, Alicia	Principal

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

At the Summer Leadership Team Institute, we reviewed our School Grade data points which denoting final student achievement data points for the 2016-2017 school year. The Leadership team evaluated the effectiveness of the School Improvement Plan and decided to change the plan for the upcoming year.

August 21, 2016 our School Advisory Council participated in in a data chat session.

This session reviewed student performance and learning gains related to our State Assessments. Included in that discussion were results from the FSA ELA and Math as well as End Of Course Exams. The leadership team was presented with ideas from the district regarding equity and access for all students.

It was decided that the instructional shifts should be integrated into all content areas with fidelity and data points should be monitored throughout the school year. The district will continue to provide Early Release professional development trainings for coaches and instructional staff that would align to this plan and support the infusion of the shifts.

#### b. Development of this school improvement plan

The school leadership team began the development of the school goals during the summer by creating goals and action plans. The team then met with the instructional staff upon return during preplanning week. Each department had the opportunity to provide feedback regarding the schools grade and ways in which each department could further support the schools overarching goal.

Further more, our School Advisory Council also has an opportunity to review the school improvement plan at the beginning of the year and throughout the school year. At our first SAC meeting, stakeholders are given an opportunity to review State Assessment data. The committee is provided the schools School Improvement Goal and members suggest ways to support our Goal. Stakeholders provide feedback regarding new targets identified by the School Leadership Team. Our School Advisory council aligns identified targets and reviews strategies planned to increase student achievement. This open dialogue is voted upon and submitted to the School board for acceptance.

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

School Improvement funds are disbursed to schools based on a per pupil funding formula. Funds are used to support instructional needs that directly impact student achievement by aligning school needs with the Schools Improvement Plan. SAC Fund Request Forms are submitted in writing 14 days prior to the next SAC meeting. Staff members who request funds should attend the SAC meeting should the School Advisory Council have questions regarding their members request. Funds are approved by the School Advisory Council through a voting process.

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

We did not have any funds for the school year 2016-2017 until May 2017 therefore we did not dispense any 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
Myers, Richard	Principal
Selesky, Cheryl	Assistant Principal
Jones, Lisa	Instructional Coach
Swint, Michelle	Instructional Coach
Goode, Mindy	Teacher, K-12
Banks, Vicki	Assistant Principal
Douglas, Alicia	Assistant Principal

**b. Duties**

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



The school based Literacy Leadership Team identifies school based resources both materials and personnel to determine the continuum of literacy supports available to students at our school. The LLT meets monthly on Wednesday after school for one hour. The LLT Co-chairs, Dannica Zow and Ms. Goode reviews literacy strategies presented during PLC meetings assist with development of classroom implementation of strategies, and supervise and support school wide writing initiatives and the implementation of the instructional shifts.

The School wide Literacy initiative's main focus is to support reading and writing in every classroom. This years focus will be support for teachers as we implement the ELA/Math Instructional shifts

## **D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers are provided uninterrupted time to collaborate within respective departmental teams and meet at least once a week. Initial norms are created to ensure a positive collaborative environment. Each department is led by a member of our Leadership team who facilitates purposeful meetings with established agendas and outcomes. Reviewing student performance data as a department allows teachers to take ownership for the learning of all students and search for the most effective instructional strategies. Our professional learning communities allows teachers to hold one another accountable while relaying and share expected expectations for themselves and their colleagues. Each administrator participates during instructional planning times and works with a specified department to support curriculum decisions and ensure effective alignment across grade levels.

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

Our administration helped recruit and hire first year teachers at the district job fair and are designated for new teachers at the school site. Teachers are encouraged to engage in professional development that includes self-assessment, peer observation, mentoring and coaching which is aligned, sustained and focused. Teachers are given time to practice and implement instructional strategies where feedback is provided for teacher reflection and growth. . For all teachers, our principal celebrates the accomplishments of teachers, instructional coaches, teams, students, and the school by providing recognition, incentives, and awards Opportunities were provided for teacher shadowing as needed.

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

Our teacher mentoring program is provided to new teachers and teachers new to a department. Teacher mentors coach and support others by building a relationship while focusing on teacher development. Ms. Banks, who was a PAR teacher, created a new teacher orientation program and schedule. Teachers attended site based meetings based on their needs throughout the year. They were assigned school based mentors to provide additional support. For newer teachers, we reviewed grading practices and helped monitor student progression, analyze statistical data, and provided specific and timely feedback including high yield instructional strategies

## **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.**

Teachers are involved in professional development beginning during pre-planning. This training provides a clear understanding of standards and expectations that are included in the curriculum map. The curriculum map denotes available resources that align and support implementation of the standards and shifts. Through the professional learning community and support of instructional leaders, teachers participate in the use of data analysis to ensure that assessments are aligned and the appropriate professional development is provided. There is ongoing reflection, revisions, and evaluation of our programs and materials throughout the school year. Our teachers are provided opportunities to shadow one another and our coaches provide feedback to teachers when requested. Our administrative and leadership team goes on data walks and provides feedback to the faculty as a whole in a non evaluative format. This allows departments to hear how they are implementing the core actions as a whole.

**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.**

A focus on Personalized Scheduling students needs and its link to instruction and student engagement is a climate for success. Our Master schedule incorporates a strategic balance of Academy, Career Tech Ed, Cambridge, Dual Enrollment, ESE and general education courses. We have several cohort groups of students that also share the same teachers as our general education students. This balance allows conversations of student engagement and support amongst our coaches and teachers. The students are all of our students. The number of sections for each teacher is evenly divided while providing each teacher a class within their teaching ability. Our data administrator paid close attention to how the allocator responded to special programs such as band, chorus, Avid, and Career Tech courses so that students could participate in a variety of electives without having to chose one above another allowing an increase in their academics and contributing to their well-rounded personality. Meanwhile, we also ensure that our exceptional educational student's individualized plans were followed.

This year, we ensured common planning times for our State Assessment departments (Biology, English 1 and English 2, Algebra 1, Geometry, Algebra 2, as well as World History) . Managing an effective schedule is an ongoing process that changes by listening and meeting with teams of teachers, teacher leaders, evaluating data, attending workshops and the development of overarching school improvement goals.

We also created a new schedule pick up process that allow feedback from parents and students prior to the first day of school. This allowed the master schedule to have life, while valuing the input of our most important clients, our students. I worked with the guidance counselors, data clerk, and coaches prior to schedule pick up day to determine the best approach to scheduling concerns. We went through examples of schedules that had justifiable reasons for modification to increase a student's zone of proximal learning. In combination to academic schedules, we also provided a separate welcoming venue full of extra-curricular club offerings, School Advisory Council Information, and ways to become involved. By providing this atmosphere it was my hope that parents would feel a part of the Pine Ridge High School community and have a familiar face for future reference.

Students' academic course selections were based on scores and reviewed multiple times with teacher and coaches input. The schedule was designed through transition but created based on values known by previous leadership and include the strengths of the new teachers that joined Pine Ridge High. This combination created an atmosphere that fostered high student achievement. For

students, it allows schedule changes to occur with ease and sensitivity to individual learning needs.

This year our teachers will be trained regarding the effective implementation of technology in the classroom to provide personalized learning that supports teaching and learning. Once teachers effectively implement the aligned resources feedback is provided to students regarding their performance. Students are frequently monitored with a variety of assessments.

Assessment results are monitored to improve individual student performance and the instructional program.

**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:** 0

Office Hours the immediate 30 minutes prior to lunch provides additional learning time four days per week.

**Strategy Rationale**

Students provided opportunity for skill building, reinforcement of course materials, collaborative learning, assessment retake or one on one instruction from teacher. Those on level and on pace provided opportunity for peer tutoring, collaboration, test preparation or time to work on assignments or enjoy a full hour lunch.

**Strategy Purpose(s)**

- Enrichment

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

Myers, Richard, rtmyers@volusia.k12.fl.us

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

Student performance data is collected along with Office Hours attendance logs submitted monthly by the teachers.

**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

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

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### **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 communicates and markets opportunities for our upcoming Freshman in multiple ways. Connect Ed message scripts are provided to feeder schools regarding the registration process and orientation. Additionally, students and parents are welcome to attend parent information nights regarding our Healthcare Academy and STEM Manufacturing Lab. We also hosted an informational night for Freshman regarding our Cambridge Program.

Registration information is sent home with students to discuss with their families regarding the type(s) of programs they would like. Our academic coaches evaluate each students academic history for appropriate course placements.

As a freshman, our students are further supported through our Critical Thinking/AVID courses. The courses prepare students for the rigor of high school material and incorporate study and test taking strategies.

Performance data (SMT, DIA, VLT, FSA/EOC scores are monitored for student placement and remediation.

### 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.**

To help students prepare for college and career readiness, students are provided with a plethora of CTE selections that incorporate industry certifications. Our Healthcare and STEM programs provide students with an opportunity to intern for on the job training. Guest Speakers talk with students in respective programs regarding career paths and choices. We host an annual financial aid seminar and provide students with a career center to help them prepare for life after high school.

We provide numerous programs throughout our school and district-wide that teach and prepare our students for careers and colleges. We provide Dual enrollment courses which gives students college and high school credit. Our Career academies exposes students to on the job training and allows the networking with community business leaders who also allow our students to intern and conduct on the job shadowing. Our school allows college representatives to visit and speak with our students, post acceptance letters and award students annually with an end of the year celebration. Our award winning AVID program is known throughout the community and has risen to an honors level. Recently this program has adopted the Cambridge program and will allow students to also earn college credit, while supporting them with peer tutoring, college visits, and after school tutoring. The partnerships are limitless. We have a manufacturing- STEM academy, a Digital Technology Program, and are finding more ways to provide students with engaging and meaningful connections for post-secondary education.

Annually our district holds a high school showcase which showcases colleges from around the world. They provide entrance and scholarship information and provide an attractive and exciting atmosphere that students can't ignore. ,

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

Pine Ridge offers on the job training, DCT, and a Gold Seal program for diversified career technology. Our STEM program has a partnership with the Volusia Manufacturing Association. The association allows students to intern and provides career opportunities for our students. Industry certifications are available as students transition through the program. The Industry Certification Exams available are Adobe Certified Associate (Photoshop), Microsoft Office Specialist Bundle, Certified Food Protection Manager, MSSC Safety Assessment, Certified Nursing Assistant.

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

Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Each program offers student the opportunity to earn the Ready to Work national certification and Industry Certifications in their specific career cluster. Our healthcare and manufacturing academy students have the same teachers who can plan align and integrate core course material that supports their respective programs. Teachers have the ability to plan together and discuss skills and concepts that are upcoming. In addition, teachers can meet with students as a group to provide presentations and speakers during our office hour time. Our teachers can become flexible with teaching and student transitions that maximizes instruction and academic 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.**

In response to data, a variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and/or initiatives that are used at Pine Ridge High School and at the district level are:

Dual Enrollment  
Early College Program  
High School Showcase  
Advanced Placement Program  
Cambridge  
College Expo  
PERT  
English IV Readiness  
College Visits

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

Strengths - Biology, ELA scores increased in all areas, and graduation rate. Areas of need include World History, acceleration, Math (all areas).

## 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.

Attendance- 45% Absent 1 to 10 days, 20% absent 11 to 20 days, 17% Absent 21+ days  
A/B Reported 859 9th grade, 1121-10th, 840-11th grade, 533- 12th grade  
D/F Reported 357- 9th graders, 352-10th graders, 272- 11th grade, and 117-12th grade

Percent Proficient FSA data 2016-2017

Alg 1-  
9th grade 54%  
10th grade 24%  
11th grade 18%  
12th grade 0%

Overall Satisfactory 40% SWD 15% ELL 24%  
22% African American 50% Mixed, 46% Caucasian

Geometry-  
9th grade 73%  
10th grade 67%  
11th grade 48%  
12th grade 34%

Overall satisfactory 54%, SWD 32%, ELL 50%  
40% African American, 56% Hispanic, 50% Mixed, 56% Caucasian

ELA-  
9th grade 45%  
10th grade 44%  
Overall satisfactory- 45%, SWD 16%, ELL 14%  
30% African, 44% Hispanic, 45% Mixed, 50% Caucasian  
Reporting Categories:  
RC1-53%, RC259%, RC3 52%, RC4 71%, RC5 61%

US History-  
10th- 28%  
11th-59%  
12th- 53%  
Overall Satisfactory 56% SWD 29%, ELL 31%  
61% African American 50% Mixed, 61% Caucasian

Graduation Rate for 2015-2016 was 78%

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Pine Ridge High School implements standards-aligned instruction, allowing access and equity in all content areas, then, student achievement will increase.
- G2.** If teachers make data driven decisions then the planning of instruction and assessment will align with students needs which will increase proficiency.

## 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.** If Pine Ridge High School implements standards-aligned instruction, allowing access and equity in all content areas, then, student achievement will increase. 1a

G094522

**Targets Supported** 1b

Indicator	Annual Target
Geometry EOC Pass Rate	50.0
FSA ELA Achievement	50.0
Algebra I EOC Pass Rate	50.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0
Math Gains	50.0
Bio I EOC Pass	80.0
U.S. History EOC Pass	70.0
ELA/Reading Gains	50.0
Math Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

- A lack of in-depth understanding of the shifts in ELA and Math

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

- Coaches Title I District Staff AVID Support Teacher Modeling PLC Meetings (Use of curriculum maps for sequencing and scope) Action Plan

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

Teacher and District data will be analyzed for trends

**Person Responsible**

Alicia Douglas

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

Targets are established and goals are set for students within the different reporting categories. Students will be remediated and provided opportunities to re-assess. Teachers who need additional support with instructional strategies have the opportunity for coaching support. As a school, we will meet to discuss trends noticed within the district assessments regarding specific standards and/or progression. Students and teachers will monitor proficiency of standards through PLC/Data Day meetings that align with our state FSA assessment. Teachers will review and modify instruction and assessments based on data obtained.

**G2.** If teachers make data driven decisions then the planning of instruction and assessment will align with students needs which will increase proficiency. 1a

G094523

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
4-Year Grad Rate (Standard Diploma)	80.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	50.0
U.S. History EOC Pass	70.0
ELA/Reading Gains	50.0
Bio I EOC Pass	80.0
Advanced coursework completion - H.S.	60.0
Math Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

- Teacher identification of at-risk students on the Project 10 and EWS and aligning interventions/ remediation to support them.

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

- Office hours for student remediation/tutoring opportunities 4 days per week; implementation of weekly PLC meetings; .
- After School Tutoring
- Teacher input pertaining to PL focus regarding progression of at-risk students.
- Multiple PL sessions offered each PL date allowing teachers to focus on areas of individual need

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

State assessment data

**Person Responsible**

Alicia Douglas

**Schedule**

Monthly, from 9/25/2017 to 6/1/2018

**Evidence of Completion**

FSA and EOC scores will be used and compared with the goals established for each of our school grade components.

## 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

 = Problem Solving Step    S123456 = Quick Key


**G1.** If Pine Ridge High School implements standards-aligned instruction, allowing access and equity in all content areas, then, student achievement will increase. 1

 G094522

**G1.B1** A lack of in-depth understanding of the shifts in ELA and Math 2

 B253895

**G1.B1.S1** Professional Development training will be provided to increase faculty/administration awareness of the Instructional Shifts for ELA and Math. 4

 S268225

### Strategy Rationale

Build Awareness of the Instructional Shifts to increase academic achievement.

### Action Step 1 5

Use 4 of the ERPL to provide Professional Learning to teachers on the use of Standards Aligned Instruction (ELA, Science, SS, Math, CTE, Foreign Language, and Fine Arts

#### Person Responsible

Richard Myers

#### Schedule

Every 6 Weeks, from 8/21/2017 to 6/1/2018

#### Evidence of Completion

Attendance to Professional Development

### Action Step 2 5

Provide training for teachers in effective use of PLC's which allows time for teacher collaboration, professional learning, discussion of standards, and the integration of ELA and/or Math instructional shifts.

#### Person Responsible

Richard Myers

#### Schedule

Weekly, from 8/8/2017 to 6/5/2018

#### Evidence of Completion

Attendance to Professional Development, PLC Agendas and Minutes

### Action Step 3 5

Technology Integration for personalized learning

**Person Responsible**

Alicia Douglas

**Schedule**

Quarterly, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

Sign in sheets from Adam Blair (Technology Representative for our hub) (10/23/2017) and email inviting teachers to receive individualized training during their planning time for Canvas, Nearpod, and Blended Learning. Faculty sign in sheets from ERPL-Technology Integration (09/20/2017)

### Action Step 4 5

Provide time within the school day for student remediation

**Person Responsible**

Alicia Douglas

**Schedule**

Daily, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Sign in sheets from teachers

### Action Step 5 5

Parent Liaison will provide parents with the resources that are available from the school and make parents aware of informational events.

**Person Responsible**

Alicia Douglas

**Schedule**

Daily, from 10/2/2017 to 6/1/2018

***Evidence of Completion***

Parent Liaison Calendar and Master Calendar

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

Progress monitoring data for all students throughout the year to provide students with the time for remediation and intervention during and after school

### **Person Responsible**

Alicia Douglas

### **Schedule**

On 6/1/2018

### ***Evidence of Completion***

1. Progress monitoring throughout the year to provide students with the time for remediation and intervention during and after school. 2. Use of TOA to monitor Project 10 Report to ensure access and equity for all students. 3. Attendance records for PD trainings will be collected and logged in MyPGS to monitor faculty participation. 4. Administration and coaches' documentation of core actions found within the IPG tools during Data Walks to monitor implementation. 5. Administration and coaches provide timely feedback to teachers regarding implementation and progress monitoring data. 6. Parent Liaison will meet regularly with administration regarding calendar activities, parent log documentation, and monitoring of the implemented parental involvement activities.

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

Classroom, district, and state assessment progression

### **Person Responsible**

Alicia Douglas

### **Schedule**

Monthly, from 8/21/2017 to 6/1/2018

### ***Evidence of Completion***

Documentation of tutoring compared to student progression on district and classroom assessments after interventions. District achievement will be compared with state assessment scores.

**G2.** If teachers make data driven decisions then the planning of instruction and assessment will align with students needs which will increase proficiency. 1

G094523

**G2.B1** Teacher identification of at-risk students on the Project 10 and EWS and aligning interventions/ remediation to support them. 2

B253896

**G2.B1.S1** Use at-risk student data (EWS, Project 10, PST, and attendance reports) to provide scripted interventions and resources for students, including time after school for tutoring and individualized remediation/intervention programs. 4

S268226

### Strategy Rationale

Teachers will utilize their common planning time for peer support and discussion provides a platform for learning, discussion, reflection and strategic planning. This process enables teachers to focus on remediation and intervention for struggling students.

### Action Step 1 5

Establish and fully use common planning structure

#### Person Responsible

Alicia Douglas

#### Schedule

Weekly, from 8/21/2017 to 6/1/2018

#### Evidence of Completion

Data monitored and updated in data room. Common planning time will allow for teachers to work collaboratively on pacing of instruction and assessment data.

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

Progress monitoring of common planning and data driven discussions

#### Person Responsible

Alicia Douglas

#### Schedule

Monthly, from 9/4/2017 to 9/4/2017

#### Evidence of Completion

Data posted and monitored in data room. Monthly department and administrative meetings to discuss current climate and classroom issues.



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

Effectiveness of common planning for specified content areas ,implementation of PLC quarterly, common assessments, data analysis, and lesson modification.

**Person Responsible**

Richard Myers

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Teachers will participate in lesson designs based on performance data. Leaders will collect data using the IPGT tool for feedback purposes. Evaluators will provide timely feedback to teachers throughout the year and attend PLC meetings.

**G2.B1.S2** Expand school wide AVID concepts and strategies by providing Professional Learning for all teachers which will incorporate collaborative strategies **4**

 S268227

### **Strategy Rationale**

Successful research based strategies implemented with fidelity among equally trained professionals in which the PD is focused and specific to AVID and collaborative strategies.

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

District Based Professional Development Opportunities integrating the instructional shifts by course

#### **Person Responsible**

Richard Myers

#### **Schedule**

Quarterly, from 8/21/2017 to 6/1/2018

#### **Evidence of Completion**

Lesson Plans

### **Action Step 2** **5**

Each quarter groups of teachers will meet by content area to analyze district assessment results. Teachers will calibrate assessment results for each reporting category. Teachers will then modify and adjust lesson plans based on findings.

#### **Person Responsible**

Alicia Douglas

#### **Schedule**

On 6/1/2018

#### **Evidence of Completion**

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

Data monitoring, student/teacher input, implementation of strategies, results, reflection & modifications for improvement.

**Person Responsible**

Alicia Douglas

**Schedule**

Monthly, from 8/31/2017 to 6/1/2018

***Evidence of Completion***

Data results, teacher/student reflection

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

Student data progress monitoring

**Person Responsible**

Richard Myers

**Schedule**

Every 6 Weeks, from 9/11/2017 to 6/7/2018

***Evidence of Completion***

Student data

**G2.B1.S3** Use AVID structure school wide to provide mentoring and tutoring for all students. 4

S268228

**Strategy Rationale**

Access and equity is provided for all students. Our parent liaison, AVID Site team, and graduation assurance teachers will provide resources for parents that promote literacy and achievement. We have partnered with TRIO from Daytona State who will help provide these services for our students.

**Action Step 1** 5

Identified students will be provided with appropriate remediation and interventions. They will be encouraged and checked on regularly by our graduation assurance personnel.

**Person Responsible**

Vicki Banks

**Schedule**

Every 3 Weeks, from 10/2/2017 to 5/31/2018

***Evidence of Completion***

Reports will be run to document students are receiving appropriate interventions. Parents will be notified of programs and resources available to students at school and home.

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

Monitor the Project 10 and EWS listing

**Person Responsible**

Vicki Banks

**Schedule**

Every 3 Weeks, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Reports from USA Test Prep and Math Space as well as Attendance reports compared to the EWS report. Students scores should improve on DIA's, SMT's and VLT's as the year progresses.

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

**Person Responsible**













**Schedule**

***Evidence of Completion***

## 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>2018</b>					
G2.B1.S3.MA1 M381427	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M381424	Progress monitoring of common planning and data driven discussions	Douglas, Alicia	9/4/2017	Data posted and monitored in data room. Monthly department and administrative meetings to discuss current climate and classroom issues.	9/4/2017 monthly
G2.B1.S3.A1 A357103	Identified students will be provided with appropriate remediation and interventions. They will be...	Banks, Vicki	10/2/2017	Reports will be run to document students are receiving appropriate interventions. Parents will be notified of programs and resources available to students at school and home.	5/31/2018 every-3-weeks
G1.MA1 M381422	Teacher and District data will be analyzed for trends	Douglas, Alicia	8/21/2017	Targets are established and goals are set for students within the different reporting categories. Students will be remediated and provided opportunities to re- assess. Teachers who need additional support with instructional strategies have the opportunity for coaching support. As a school, we will meet to discuss trends noticed within the district assessments regarding specific standards and/or progression. Students and teachers will monitor proficiency of standards through PLC/ Data Day meetings that align with our state FSA assessment. Teachers will review and modify instruction and assessments based on data obtained.	6/1/2018 monthly
G2.MA1 M381433	State assessment data	Douglas, Alicia	9/25/2017	FSA and EOC scores will be used and compared with the goals established for each of our school grade components.	6/1/2018 monthly
G1.B1.S1.MA1 M381420	Classroom, district, and state assessment progression	Douglas, Alicia	8/21/2017	Documentation of tutoring compared to student progression on district and classroom assessments after interventions. District achievement will be compared with state assessment scores.	6/1/2018 monthly
G1.B1.S1.MA1 M381421	Progress monitoring data for all students throughout the year to provide students with the time for...	Douglas, Alicia	8/21/2017	1. Progress monitoring throughout the year to provide students with the time for remediation and intervention during and after school. 2. Use of TOA to monitor Project 10 Report to ensure access and equity for all students. 3. Attendance records for PD trainings will be collected and logged in MyPGS to monitor faculty participation. 4. Administration and coaches' documentation of core actions found within the IPG tools during Data Walks to monitor implementation. 5. Administration and coaches provide timely feedback to teachers regarding implementation and progress monitoring data. 6. Parent Liaison will meet regularly with administration regarding calendar activities, parent log documentation, and monitoring of the implemented parental involvement activities.	6/1/2018 one-time

**Volusia - 6881 - Pine Ridge High School - 2017-18 SIP**  
*Pine Ridge High School*

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  A357095	Use 4 of the ERPL to provide Professional Learning to teachers on the use of Standards Aligned...	Myers, Richard	8/21/2017	Attendance to Professional Development	6/1/2018 every-6-weeks
G1.B1.S1.A3  A357097	Technology Integration for personalized learning	Douglas, Alicia	9/4/2017	Sign in sheets from Adam Blair (Technology Representative for our hub) (10/23/2017) and email inviting teachers to receive individualized training during their planning time for Canvas, Nearpod, and Blended Learning. Faculty sign in sheets from ERPL-Technology Integration (09/20/2017)	6/1/2018 quarterly
G1.B1.S1.A4  A357098	Provide time within the school day for student remediation	Douglas, Alicia	8/21/2017	Sign in sheets from teachers	6/1/2018 daily
G1.B1.S1.A5  A357099	Parent Liason will provide parents with the resources that are available from the school and make...	Douglas, Alicia	10/2/2017	Parent Liaison Calendar and Master Calendar	6/1/2018 daily
G2.B1.S1.MA1  M381423	Effectiveness of common planning for specified content areas ,implementation of PLC quarterly,...	Myers, Richard	8/14/2017	Teachers will participate in lesson designs based on performance data. Leaders will collect data using the IPGT tool for feedback purposes. Evaluators will provide timely feedback to teachers throughout the year and attend PLC meetings.	6/1/2018 monthly
G2.B1.S1.A1  A357100	Establish and fully use common planning structure	Douglas, Alicia	8/21/2017	Data monitored and updated in data room. Common planning time will allow for teachers to work collaboratively on pacing of instruction and assessment data.	6/1/2018 weekly
G2.B1.S2.MA1  M381426	Data monitoring, student/teacher input, implementation of strategies, results, reflection &...	Douglas, Alicia	8/31/2017	Data results, teacher/student reflection	6/1/2018 monthly
G2.B1.S2.A1  A357101	District Based Professional Development Opportunities integrating the instructional shifts by course	Myers, Richard	8/21/2017	Lesson Plans	6/1/2018 quarterly
G2.B1.S2.A2  A357102	Each quarter groups of teachers will meet by content area to analyze district assessment results....	Douglas, Alicia	8/21/2017		6/1/2018 one-time
G2.B1.S3.MA1  M381428	Monitor the Project 10 and EWS listing	Banks, Vicki	9/1/2017	Reports from USA Test Prep and Math Space as well as Attendance reports compared to the EWS report. Students scores should improve on DIA's, SMT's and VLT's as the year progresses.	6/1/2018 every-3-weeks
G1.B1.S1.A2  A357096	Provide training for teachers in effective use of PLC's which allows time for teacher...	Myers, Richard	8/8/2017	Attendance to Professional Development, PLC Agendas and Minutes	6/5/2018 weekly
G2.B1.S2.MA1  M381425	Student data progress monitoring	Myers, Richard	9/11/2017	Student data	6/7/2018 every-6-weeks



## V. Professional Development Opportunities

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

**G1.** If Pine Ridge High School implements standards-aligned instruction, allowing access and equity in all content areas, then, student achievement will increase.

**G1.B1** A lack of in-depth understanding of the shifts in ELA and Math

**G1.B1.S1** Professional Development training will be provided to increase faculty/administration awareness of the Instructional Shifts for ELA and Math.

### PD Opportunity 1

Provide training for teachers in effective use of PLC's which allows time for teacher collaboration, professional learning, discussion of standards, and the integration of ELA and/or Math instructional shifts.

#### Facilitator

Mr. Myers

#### Participants

Instructional Staff

#### Schedule

Weekly, from 8/8/2017 to 6/5/2018

### PD Opportunity 2

Technology Integration for personalized learning

#### Facilitator

Alicia Douglas and District Staff

#### Participants

Instructional Staff

#### Schedule

Quarterly, from 9/4/2017 to 6/1/2018

**G2.** If teachers make data driven decisions then the planning of instruction and assessment will align with students needs which will increase proficiency.

**G2.B1** Teacher identification of at-risk students on the Project 10 and EWS and aligning interventions/ remediation to support them.

**G2.B1.S2** Expand school wide AVID concepts and strategies by providing Professional Learning for all teachers which will incorporate collaborative strategies

### **PD Opportunity 1**

District Based Professional Development Opportunities integrating the instructional shifts by course

#### **Facilitator**

District Staff

#### **Participants**

Instructional staff

#### **Schedule**

Quarterly, from 8/21/2017 to 6/1/2018

## VI. Technical Assistance Items

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

**G2.** If teachers make data driven decisions then the planning of instruction and assessment will align with students needs which will increase proficiency.

**G2.B1** Teacher identification of at-risk students on the Project 10 and EWS and aligning interventions/ remediation to support them.

**G2.B1.S1** Use at-risk student data (EWS, Project 10, PST, and attendance reports) to provide scripted interventions and resources for students, including time after school for tutoring and individualized remediation/intervention programs.

### TA Opportunity 1

Establish and fully use common planning structure

#### Facilitator

Administration, academic coaches, department chairs and designated staff

#### Participants

Instructional staff

#### Schedule

Weekly, from 8/21/2017 to 6/1/2018

## VII. Budget

1	G1.B1.S1.A1	Use 4 of the ERPL to provide Professional Learning to teachers on the use of Standards Aligned Instruction (ELA, Science, SS, Math, CTE, Foreign Language, and Fine Arts				\$0.00
2	G1.B1.S1.A2	Provide training for teachers in effective use of PLC's which allows time for teacher collaboration, professional learning, discussion of standards, and the integration of ELA and/or Math instructional shifts.				\$270.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6881 - Pine Ridge High School	Title, I Part A		\$270.00
3	G1.B1.S1.A3	Technology Integration for personalized learning				\$6,360.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6881 - Pine Ridge High School			\$6,360.00
4	G1.B1.S1.A4	Provide time within the school day for student remediation				\$41,954.00

Volusia - 6881 - Pine Ridge High School - 2017-18 SIP  
Pine Ridge High School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6881 - Pine Ridge High School			\$41,954.00
<b>5</b>	<b>G1.B1.S1.A5</b>	<b>Parent Liasion will provide parents with the resources that are available from the school and make parents aware of informational events.</b>				<b>\$25,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	6881 - Pine Ridge High School	Title, I Part A		\$25,000.00
<b>6</b>	<b>G2.B1.S1.A1</b>	<b>Establish and fully use common planning structure</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	6881 - Pine Ridge High School	Title, I Part A		\$0.00
<b>7</b>	<b>G2.B1.S2.A1</b>	<b>District Based Professional Development Opportunities integrating the instructional shifts by course</b>				<b>\$0.00</b>
<b>8</b>	<b>G2.B1.S2.A2</b>	<b>Each quarter groups of teachers will meet by content area to analyze district assessment results. Teachers will calibrate assessment results for each reporting category. Teachers will then modify and adjust lesson plans based on findings.</b>				<b>\$20,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6881 - Pine Ridge High School	Title, I Part A		\$20,000.00
<b>9</b>	<b>G2.B1.S3.A1</b>	<b>Identified students will be provided with appropriate remediation and interventions. They will be encouraged and checked on regularly by our graduation assurance personnel.</b>				<b>\$110,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6881 - Pine Ridge High School			\$110,000.00
<b>Total:</b>						<b>\$203,584.00</b>