



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pine Ridge Elementary School

10245 COUNTY ROAD 561

Clermont, FL 34711

352-242-2223

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 47%
Alternative/ESE Center No	Charter School No	Minority Rate 30%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 B	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Pine Ridge Elementary School

Principal

Stephanie Mayuski

School Advisory Council chair

Courtney Franklin

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Steve Boyd	Assistant Principal

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is eleven parents, six instructional personnel, two non-instructional personnel, nine community/business partners, and the principal.

Involvement of the SAC in the development of the SIP

SAC was trained at our meeting on September 4, 2013 on their duties, responsibilities, and expectations for supporting the school and working to achieve our goals. Data was reviewed and input for the 13-14 SIP was solicited. The principal and SAC chair also stated the open door policy to contribute and share information. SAC approved the SIP on October 2, 2013.

Activities of the SAC for the upcoming school year

The SAC will meet monthly and work closely to support the school. Regular updates of the SIP will occur at the meetings.

Projected use of school improvement funds, including the amount allocated to each project

There are no anticipated funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Stephanie Mayuski

Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

BS –Communications, University of North Carolina– Charlotte;
 MS Degree–Educational Leadership, University of Central Florida;
 Certified by the State of Florida in Educational Leadership,
 Speech 6-12 and French 6-12, Elem K-6

Performance Record

Assistant Principal of Pine Ridge Elementary 2012-2013
 Grade B, Reading Mastery - 69%, Math Mastery - 64%, Science
 Mastery - 66%, Writing - 60% at 3.5 or above

Assistant Principal of Pine Ridge Elementary 2011-2012
 Grade A, Reading Mastery-69%, Math Mastery- 65%, Science
 Mastery- 60%, Writing-82% at 3.0 or above

Assistant Principal of Gray MS in 2010-2011
 Grade: A Reading Proficiency: 71%, Math Proficiency: 69%,
 Science Proficiency: 59%, Writing Proficiency: 83%. AYP: 82%
 Assistant Principal of Gray MS in 2009-2010:

Grade: A, Reading Proficiency: 68%, Math Proficiency: 68%,
 Science Proficiency: 56%, Writing Proficiency: 93%. AYP: 82%,
 Total, Economically Disadvantaged and SWD did not make AYP
 in reading. Total, Hispanic, Economically Disadvantaged and
 SWD did not make AYP in math.

Assistant Principal of Gray MS in 2008-2009:
 Grade: A, Reading Proficiency: 70%, Math Proficiency: 73%,
 Science Proficiency: 55%, Writing Proficiency: 91%. AYP: 77%,
 Black, Hispanic, Economically Disadvantaged, ELL and SWD did
 not make AYP in reading. Black, Hispanic, Economically
 Disadvantaged and SWD did not make AYP in math.

Assistant Principal of Gray MS in 2007-2008:
 Grade: A, Reading Proficiency: 68%, Math Proficiency: 69%,
 Science Proficiency: 49%, Writing Proficiency: 85%. AYP: 92%,
 Black and ELL did not make AYP in reading. ELL did not make
 AYP in math.

Steve Boyd		
Asst Principal	Years as Administrator: 16	Years at Current School: 0

Credentials M.S.
 Certified by the State of Florida in School Principal, Educational Leadership, Health and Physical Education

Performance Record

2012-2013 School Grade C
 High Standards in Reading 53%, 50%, 51%
 High Standards in Math 57%, 57%, 57%
 High Standards in Writing 87%, 82% (45% Using Standards), 39%
 Years as Administrator: 29
 Years at Current School: 24
 (45% Using Standards), 39%
 High Standards in Science 50%, 50%, 45%
 % Making Learning Gains in Reading 63%, 61%, 65%
 % Making Learning Gains in Math 72%, 65%, 68%
 % Lowest 25% Making Gains in Reading 56%, 67%, 68%
 % Lowest 25% Making Gains in Math 72%, 65%, 68%
 AYP 87%
 AMO Reading 50%51%
 AMO Math 54%57%
 09/11, 11/12
 School Grade A B
 High Standards in Reading 71% 53%
 High Standards in Math 65% 57%
 High Standards in Writing 87% 82%
 High Standards in Science 50% 50%
 % Making Learning Gains in Reading 63% 61%
 AYP 87%
 AMO Reading 50%
 AMO Math 54%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Charlotte Nelson		
Full-time / School-based	Years as Coach: 8	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	Bachelor's of Science in Elementary Education from University of West Florida Certification- Elementary Ed. K-6 Endorsements- Reading and ESOL	
Performance Record	2012-2013 Grade B, Reading Mastery - 69%, Math Mastery - 64%, Science Mastery - 66%, Writing 60% at 3.5 or above 2011-2012 Grade A, Reading Mastery-69%, Math Mastery- 65%, Science Mastery- 60%, Writing-82% at 3.0 or above 2010-2011 Grade B, Reading Mastery- 83%, Math Mastery-76%, Science Mastery- 46%, Writing- 78% at 4.0 or above, AYP Criteria Met- 100% 2009-2010 Grade A, Reading Mastery-79%, Math Mastery-74%, Science Mastery-59%, Writing- 99% at 3.0 or above, AYP Criteria Met-90% 2008-2009 Grade B, Reading Mastery-83%, Improvement in Reading-68%, Lowest 25% improvement in Reading-55% 2007-2008 Grade B, Reading Mastery-77%, Improvement in Reading-64%, Lowest 25% improvement in Reading-60% 2006-2007 Grade B, Reading Mastery-72%, Improvement in Reading-72%, Lowest 25% improvement in Reading-52%	

Classroom Teachers

of classroom teachers

63

receiving effective rating or higher

63, 100%

Highly Qualified Teachers

100%

certified in-field

63, 100%

ESOL endorsed

55, 87%

reading endorsed

6, 10%

with advanced degrees

19, 30%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

11, 17%

with 6-14 years of experience

27, 43%

with 15 or more years of experience

25, 40%

Education Paraprofessionals

of paraprofessionals

17

Highly Qualified

17, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

TQR trained by the district, Assistant Principal
Utilize Search Soft on-line application system to select Highly Qualified instructors to interview, Principal

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

N/A; Pine Ridge does not have any first year teachers in the 2013-2014 SY.
We do host interns and place will highly skilled, mentored trained teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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, C2 Cohort meetings, and Grade Chair meetings.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school's MTSS Team seeks continuous improvement in creating the SIP. Grade level teams, SAC, and school based committees offer input into The School Improvement Plan. The SIP is presented to SAC for review. The Leadership Team oversees the implementation of the SIP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school reviews several reports throughout the year to identify specific student skill deficits. The school participates in the FAIR Reading assessments as well as district level benchmark assessments in reading, math, writing, and science. School AYP subgroup data is also reviewed.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Effective interventions and strategies are discussed to best meet the needs of all students. Progress monitoring data is recommended on a regular and frequent basis. Ongoing trainings are held throughout the year to provide support and resources to teachers in the intervention implementation process. Parents are informed of the RTI process through distribution of the RTI brochure, through parent teacher conferences, and through meeting notification updates and summaries.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,200

Title I A homeless tutoring
 writing tutoring for 4th grade
 STEM club
 Engineering Club
 Environmental Club

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

The guidance department, fourth grade teachers, and club sponsors monitor implementation.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Charlotte Nelson	Literacy Coach
Stephanie Mayuski	Principal
Dyanna Alley-Wilson	Teacher
Colene Gage	Teacher
Kari Gourdie	Teacher
Anita Olsson	Teacher
Marie Roberts	Teacher
Lynne Martineau	Teacher

How the school-based LLT functions

The LLT will meet once a month with an agenda of reading concerns dealing with CCSS and a new reading series around the school. They will serve as decision makers for the school reading program. The Literacy Coach will serve as facilitator and the committee will vote for a secretary to take minutes.

Major initiatives of the LLT

The team will work with each other across the grade levels with classroom implementation of the CCSS and a new reading series. The team will focus on key instructional impacts such as informational text,

deeper integration of reading and writing, vocabulary development and use of more complex text and questions.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	69%	No	76%
American Indian				
Asian	67%	73%	Yes	70%
Black/African American	60%	61%	Yes	64%
Hispanic	69%	67%	No	72%
White	76%	68%	No	78%
English language learners	39%	33%	No	45%
Students with disabilities	46%	28%	No	51%
Economically disadvantaged	69%	61%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	28%	35%
Students scoring at or above Achievement Level 4	155	38%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	163	39%	45%
Students in lowest 25% making learning gains (FCAT 2.0)	42	73%	76%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	43%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	37%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	37%	43%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	74	60%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		40%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	64%	Yes	68%
American Indian				
Asian	58%	55%	No	63%
Black/African American	42%	44%	Yes	48%
Hispanic	62%	63%	Yes	66%
White	67%	66%	No	70%
English language learners	39%	33%	No	45%
Students with disabilities	42%	37%	No	48%
Economically disadvantaged	60%	56%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	142	35%	42%
Students scoring at or above Achievement Level 4	105	26%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		64%
Students scoring at or above Level 7	[data excluded for privacy reasons]		28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	151	36%	42%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	55%	59%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	36%	42%
Students scoring at or above Achievement Level 4	34	26%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		829
Participation in STEM-related experiences provided for students	803	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	144	18%	10%
Students retained, pursuant to s. 1008.25, F.S.	17	2%	1%
Students who are not proficient in reading by third grade	47		3%
Students who receive two or more behavior referrals	92	12%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To increase the involvement in academic parental activities

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased oportunities for parents to be involved at school	1446	95%	96%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The faculty and staff at Pine Ridge will work to incorporate 21st century skills alongside our implementation of the Common Core State Standards.
- G2.** The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines.

Goals Detail

G1. The faculty and staff at Pine Ridge will work to incorporate 21st century skills alongside our implementation of the Common Core State Standards.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Professional skills and positive attitudes leading to positive cultural climate and acceptance of this initiative.

Targeted Barriers to Achieving the Goal

- Research based tools and information, planning time, and consensus

Plan to Monitor Progress Toward the Goal

Feedback, classroom data, multiple student measures

Person or Persons Responsible

all

Target Dates or Schedule:

monthly

Evidence of Completion:

minutes, agendas, and feedback from monthly grade level C2 Cohort meetings

G2. The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- The resources available are professional development in the Common Core State Standards and school wide problem based learning initiatives across the campus.

Targeted Barriers to Achieving the Goal

- Barriers include collaboration time and proper training tools.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

The leadership team will work with the faculty and staff to monitor progress.

Target Dates or Schedule:

weekly

Evidence of Completion:

minutes of teacher minutes and data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The faculty and staff at Pine Ridge will work to incorporate 21st century skills alongside our implementation of the Common Core State Standards.

G1.B1 Research based tools and information, planning time, and consensus

G1.B1.S1 We will purchase the book titled Pathways to the Common Core and form a multi level professional learning community. Wonderful Wednesday will also rearrange planning time to create a longer amount of time to plan.

Action Step 1

Continued professional development at monthly faculty meetings focusing on 21st century skills.

Person or Persons Responsible

faculty

Target Dates or Schedule

monthly

Evidence of Completion

notes, strategies, discussion resulting in improved classroom practices

Action Step 2

We will form a leadership PLC to meet monthly and guide the reading and discussion strategies. Each grade level team will meet the following week and adapt the discussion to their classroom strategies.

Person or Persons Responsible

Leadership

Target Dates or Schedule

Leadership PLC and grade level PLCs will each meet monthly. Classroom adaptation will occur continuously.

Evidence of Completion

Evidence includes meeting minutes, agendas, and classroom observations.

Facilitator:

Principal

Participants:

all teachers

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

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

Person or Persons Responsible

Principal

Target Dates or Schedule

monthly

Evidence of Completion

minutes, agendas, TEAM/classroom data

Plan to Monitor Effectiveness of G1.B1.S1

benchmark testing, FAIR, FCAT data, classroom data

Person or Persons Responsible

teachers

Target Dates or Schedule

monthly

Evidence of Completion

reviewed at monthly grade level C2 Cohort meetings

G2. The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines.

G2.B1 Barriers include collaboration time and proper training tools.

G2.B1.S1 Pine Ridge has adopted "Wonderful Wednesday" for the 2013-14 school year. This model enables teachers to have a full day of collaborative planning each 9 weeks. This planning time will be used to develop lessons that use high cognitive demand, such as problem based learning activities.

Action Step 1

Teachers will have a full day of collaborative planning each 9 weeks.

Person or Persons Responsible

All teachers on the same grade level or discipline, i.e. enrichment teachers also have this planning time.

Target Dates or Schedule

Grade levels rotate each 9 weeks throughout the school year.

Evidence of Completion

Guiding questions will be provided to the grade levels and minutes will taken and submitted to administration.

Facilitator:

Principal

Participants:

all teachers

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

minutes, leadership meetings, email communication, schedules

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S2 Regarding training tools, the principal is actively researching problem based learning and assembling a resource library. We have identified a teacher as the PBL leader; this teaching is working collaboratively with administration to for a PBL team. The team represents different grade levels and disciplines and will meet monthly to ensure proper training and implementation.

Action Step 1

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

Person or Persons Responsible

Principal will develop a PBL leader and PBL team, representative of the faculty, to monitor implementation.

Target Dates or Schedule

The team will meet monthly.

Evidence of Completion

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

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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 to incorporate 21st century skills alongside our implementation of the Common Core State Standards.

G1.B1 Research based tools and information, planning time, and consensus

G1.B1.S1 We will purchase the book titled Pathways to the Common Core and form a multi level professional learning community. Wonderful Wednesday will also rearrange planning time to create a longer amount of time to plan.

PD Opportunity 1

We will form a leadership PLC to meet monthly and guide the reading and discussion strategies. Each grade level team will meet the following week and adapt the discussion to their classroom strategies.

Facilitator

Principal

Participants

all teachers

Target Dates or Schedule

Leadership PLC and grade level PLCs will each meet monthly. Classroom adaptation will occur continuously.

Evidence of Completion

Evidence includes meeting minutes, agendas, and classroom observations.

G2. The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines.

G2.B1 Barriers include collaboration time and proper training tools.

G2.B1.S1 Pine Ridge has adopted "Wonderful Wednesday" for the 2013-14 school year. This model enables teachers to have a full day of collaborative planning each 9 weeks. This planning time will be used to develop lessons that use high cognitive demand, such as problem based learning activities.

PD Opportunity 1

Teachers will have a full day of collaborative planning each 9 weeks.

Facilitator

Principal

Participants

all teachers

Target Dates or Schedule

Grade levels rotate each 9 weeks throughout the school year.

Evidence of Completion

Guiding questions will be provided to the grade levels and minutes will taken and submitted to administration.

Appendix 2: Budget to Support School Improvement Goals