Pine Ridge High School

2018-19 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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	69%

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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the 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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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.

2018-19 DA Category and Statuses for Pine Ridge High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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, § 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	4	9	3	2	18
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/655452.

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
Douglas, Alicia	Assistant Principal
Hampshire, Jennifer	Teacher, ESE
Gowen, Linda	Teacher, K-12
Banks, Vicki	Assistant Principal
Boyles, Lynn	Teacher, K-12
Bruno, Jeanine	Teacher, K-12
Filipek, Laura	Teacher, K-12
Gilbert, Jessica	School Counselor
Schicker, Kyle	Teacher, K-12
Swint, Michelle	Instructional Coach

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.

Under Title I Part C- the District Migrant, Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The Migrant Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
- Translation Services for parent, teacher conferences
- Parental support through parent student activity nights and workshops on student success.
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Giordano, Melanie	Parent
Haley, Margaret	Education Support Employee
Monroe, Sherrie	Teacher
Morin, Freddy	Teacher
Jones, Phyllis	Parent
Giordano, Sierra	Student
Brown, Venise	Parent
Blackburn, Tammy	Business/Community
Myers, Richard	Principal
Douglas, Alicia	Principal
Anderson, Melanie	Parent
Blackburn, Caitlin	Student
D'Errico, Jim	Parent
D'Errico, Kelly	Parent
D'Errico, Tanner	Student
McGinnity-Hall, Christine	Education Support Employee
McNeil, Lisa	Parent
McNeil, Shannon	Student
Monroe, William	Student
Schaefer, Sage	Student
Schadenfroh, JoAnn	Teacher

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 them 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.

HOSA Competition Fees $965
HOSA Registration Fees $2115
The Week Magazine for History classes $522
Chorus Music Sheets $189
Weightlifting $830
USA Test Prep for SAT/ACT prep $1750
FL Music Ed Assoc $240
Model UN Competition $62.50
FTR Reading Books $450
Magna Books $493

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
Banks, Vicki	Assistant Principal
Douglas, Alicia	Assistant Principal
Swint, Michelle	Instructional Coach
Filipek, Laura	Teacher, K-12
Schicker, Kyle	Teacher, K-12
Bruno, Jeanine	Teacher, K-12

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, §
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. Watts is our media specialist who 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 an 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 ar 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.

o Graduation Rates: District
- 2014 –2015 =71%
- 2015-2016 = 76%
- 2016-2017= 76.6
Graduation Rates: PRHS

- 2014 –2015 =72.4%
- 2015-2016 =77.6 %
- 2016-2017= 77.4 (65%ELL, 62%ESE, 73%FRL, 78%Male, 77%Female,
- 100% Asian, Multiracial, 78% White, 63% Black, 80% Hispanic)
- 2017-2018- 77%
Project 10 Subgroup Trends:
During 2018:
January:
4 at-risk factors - 41
3 at-risk factors - 21
2 at-risk factors - 47

March:
4 at-risk factors - 31
3 at-risk factors - 17
2 at-risk factors - 39

May:
4 at-risk factors - 23
3 at-risk factors - 16
2 at-risk factors - 41

o Low Attendance Rates:
PRHS- 93.5
District Average 95.04
Lowest out of all high schools
o
15% of grades issued in the third quarter of the 2017-18 were a D or F.
Early Warning Systems Report as of May 11, 2018:
9th -148
10th-129
11th-85
12th-43
Total-405
Most prevalent indicators include: ESE:K, Greater than 20 days absent, Failure in Math/ELA State
Assessment, less than 2.0 GPA
Parent involvement nights
o Informing parents regarding our communication, Title I programs/resources website, gradebook,
Vportal
o BEHAVIOR DATA Total: 1,599 as of 05/11/2018

Aug 53 Sept 134 Oct 248 Nov 272 Dec 163
Jan 189 Feb 221 Mar 179 Apr 134

Classroom 57% Unauthorized 24% Bus 6% Courtyard 4%
9th 49% 10th 29% 11th 15% 12th 7%
Disrupt 222 School Rules 357 Bus 88 Disruption In 95

o Connecting parent with Parent Liaison, Graduation Assurance Teachers, and Student Resource
Center
o Referring Student to Behavior Leadership Team and Establishing MTSS

STUDENT CLIMATE SURVEY SHOWS:
PROGRAMS AND SERVICES ARE AVAILABLE TO HELP ME SUCCEED.
PRINCIPAL AND TEACHERS HAVE HIGH EXPECTATIONS.
PURPOSES AND EXPECTATIONS ARE CLEARLY EXPLAINED TO ME AND MY FAMILY.
PRINCIPAL AND TEACHERS HAVE HIGH EXPECTATIONS.
SCHOOL PROVIDES MULTIPLE ASSESSMENTS TO CHECK MY UNDERSTANDING OF WHAT WAS TAUGHT.
ALL OF MY TEACHERS USE TESTS, PROJECTS, PRESENTATIONS, AND PORTFOLIOS TO CHECK MY UNDERSTANDING OF WHAT WAS TAUGHT.
TEACHERS PROVIDE INFORMATION ABOUT LEARNING AND GRADES.
VARIETY OF RESOURCES AVAILABLE.
TEACHERS FAIRLY GRADE AND EVALUATE WORK.
COMPUTERS ARE UP TO DATE AND USED BY TEACHER TO HELP STUDENTS.
STUDENTS CAN PARTICIPATE IN ACTIVITIES OF INTEREST.
STUDENTS HAVE ACCESS TO COUNSELING AND CAREER PLANNING.

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"Â? 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.

Last year we had 25 new teachers. This year we have an additional 35. Half of our staff is new to our school or new to teaching. We are currently implementing school wide initiatives that support standards aligned instruction. Our teachers are learning about effective professional learning communities, increasing efficacy and how planning to remediate and intervene for the lower quartile students. These structures are foundational and will inevitably increase student achievement.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If the Pine Ridge High School community fosters collective efficacy and integrates standards-aligned instruction, then students' academic achievement will increase.

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 the Pine Ridge High School community fosters collective efficacy and integrates standards-aligned instruction, then students' academic achievement will increase. `1a`

🔍 G100490

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`

- Unpacking the standard and task alignment

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 8/21/2018 to 5/31/2019

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.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If the Pine Ridge High School community fosters collective efficacy and integrates standards-aligned instruction, then students' academic achievement will increase. `1`

🔑 G100490

G1.B1 Unpacking the standard and task alignment `2`

🔑 B270934

G1.B1.S1 School Wide Implementation of instructional and behavioral procedures that increase student achievement `4`

🔑 S286856

Strategy Rationale

If teachers focus on the learning targets associated with the standard and identify success criteria for students then instruction will become clear. Teacher Clarity has a two year effect size.

Action Step 1 `5`

Teachers will receive training regarding learning targets and success criteria

Person Responsible

Alicia Douglas

Schedule

Daily, from 9/12/2018 to 5/1/2019

Evidence of Completion

Posted learning targets and success criteria in each teachers classroom

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

Coaches classroom Visits, Walkthroughs, and observations

> **Person Responsible**
>
> Alicia Douglas
>
> **Schedule**
>
> Weekly, from 9/12/2018 to 5/31/2019
>
> ***Evidence of Completion***
>
> Pictures of posted learning targets and sign in sheet from training/ coaches log

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

Daily student understanding of learning target/success criteria

> **Person Responsible**
>
> Alicia Douglas
>
> **Schedule**
>
> Daily, from 9/12/2018 to 5/31/2019
>
> ***Evidence of Completion***
>
> Teachers will determine whether students understood the target and are able to demonstrate the success criteria assigned.

G1.B1.S2 Training from Instruction partner and district specialist regarding questions and tasks that require students to use evidence that demonstrates their understanding of the standard. `4`

🔍 S286857

Strategy Rationale

Our Math and Literacy Coach will receive one-on-one training regarding task and standard alignment. Training partners will then train the math and ela teachers. Our Literacy coach will utilize the strategies with other departments as well. Departments will receive time to plan and pace with curriculum specialist from the district.

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

G1.B1.S3 Increase collective efficacy through the implementation of Professional Learning Communities
4

S286858

Strategy Rationale

Providing leadership team and staff with professional development to include building PLC foundational knowledge, critical attributes of effective PLC's and equipping staff with the appropriate tools needed for implementation. This includes time for data analysis to formulate goals for the lower quartile and struggling students. In addition, resources and interventions will be provided to address the needs of students with disabilities and those scoring below proficiency.

Action Step 1 5

Solution Tree is providing professional development for leadership team and teachers.

Person Responsible

Alicia Douglas

Schedule

Monthly, from 11/7/2018 to 5/31/2019

Evidence of Completion

Sign in sheet and Training documentation

Action Step 2 5

Teachers will learn how to utilize data to inform instruction for all students.

Person Responsible

Alicia Douglas

Schedule

Biweekly, from 9/17/2018 to 5/31/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Attend PLC meetings to monitor against plc indicators

Person Responsible

Alicia Douglas

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Feedback sheets will be utilized when monitoring PLC meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Review meeting notes along with implementation of instructional pacing and planning

Person Responsible

Alicia Douglas

Schedule

Evidence of Completion

Lesson plans, walkthroughs, observations, plc agenda/meeting notes

G1.B1.S4 Mentoring Program for new teachers and teachers new to our school. 4

🔑 S286859

Strategy Rationale

New teachers need support with instructional strategies and and day to day operations of the school.

Action Step 1 5

We will implement a mentoring program for new teachers and teachers new to PRHS

Person Responsible

Alicia Douglas

Schedule

Biweekly, from 8/6/2018 to 5/1/2019

Evidence of Completion

Agendas, Sign in sheet, completion of TIPS program and retention

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Monthly meetings will be held with our new teachers and the leadership team to monitor progression of mentoring program goals.

Person Responsible

Alicia Douglas

Schedule

On 5/31/2019

Evidence of Completion

TIPS checklist for each new teacher and agendas covering important topics for new teachers

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Walkthroughs to monitor teacher effectiveness and discussions with new teachers to determine supportive needs.

Person Responsible

Alicia Douglas

Schedule

On 5/31/2019

Evidence of Completion

Evaluations and new teacher status at the end of the year along with retention.

V. Professional Development Opportunities

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

G1. If the Pine Ridge High School community fosters collective efficacy and integrates standards-aligned instruction, then students' academic achievement will increase.

G1.B1 Unpacking the standard and task alignment

G1.B1.S1 School Wide Implementation of instructional and behavioral procedures that increase student achievement

PD Opportunity 1

Teachers will receive training regarding learning targets and success criteria

Facilitator

Michelle Swint and Quetera Johnson

Participants

Content Area Teachers

Schedule

Daily, from 9/12/2018 to 5/1/2019

G1.B1.S3 Increase collective efficacy through the implementation of Professional Learning Communities

PD Opportunity 1

Solution Tree is providing professional development for leadership team and teachers.

Facilitator

Solution Tree

Participants

Leadership and Faculty

Schedule

Monthly, from 11/7/2018 to 5/31/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will receive training regarding learning targets and success criteria				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6881 - Pine Ridge High School	Title, I Part A		$5,000.00
			Notes: AVID Summer Conference			
2	**G1.B1.S2.A1**					**$0.00**
3	G1.B1.S3.A1	**Solution Tree is providing professional development for leadership team and teachers.**				**$12,657.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6881 - Pine Ridge High School	Title, I Part A		$12,657.00
4	G1.B1.S3.A2	**Teachers will learn how to utilize data to inform instruction for all students.**				**$150,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6881 - Pine Ridge High School	Title, I Part A		$150,000.00
			Notes: Personnel and Resources focusing on the lower quartile and at risk students include: Grad Assurance Teachers, Odyssey, Tutoring, Reading Intervention Teacher, Adaptive Software programs (i.e. Math Space and USA Test Prep)			
5	G1.B1.S4.A1	**We will implement a mentoring program for new teachers and teachers new to PRHS**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6881 - Pine Ridge High School	Title, I Part A		$3,000.00
			Notes: Exceeding Expectations Conference: Workshops the invoke sustainment of best practices for school leaders by focusing on data and school culture.			
					Total:	**$170,657.00**

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S2.A1 A388370	[no content entered]		No Start Date		No End Date one-time
G1.B1.S3.MA1 M424386	Review meeting notes along with implementation of instructional pacing and planning	Douglas, Alicia	9/3/2018	Lesson plans, walkthroughs, observations, plc agenda/meeting notes	No End Date weekly
G1.B1.S1.A1 A388369	Teachers will receive training regarding learning targets and success criteria	Douglas, Alicia	9/12/2018	Posted learning targets and success criteria in each teachers classroom	5/1/2019 daily
G1.B1.S4.A1 A388373	We will implement a mentoring program for new teachers and teachers new to PRHS	Douglas, Alicia	8/6/2018	Agendas, Sign in sheet, completion of TIPS program and retention	5/1/2019 biweekly
G1.MA1 M424390	Teacher and District data will be analyzed for trends	Douglas, Alicia	8/21/2018	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.	5/31/2019 monthly
G1.B1.S1.MA1 M424384	Daily student understanding of learning target/success criteria	Douglas, Alicia	9/12/2018	Teachers will determine whether students understood the target and are able to demonstrate the success criteria assigned.	5/31/2019 daily
G1.B1.S1.MA1 M424385	Coaches classroom Visits, Walkthroughs, and observations	Douglas, Alicia	9/12/2018	Pictures of posted learning targets and sign in sheet from training/ coaches log	5/31/2019 weekly
G1.B1.S3.MA1 M424387	Attend PLC meetings to monitor against plc indicators	Douglas, Alicia	8/13/2018	PLC Feedback sheets will be utilized when monitoring PLC meetings.	5/31/2019 weekly
G1.B1.S3.A1 A388371	Solution Tree is providing professional development for leadership team and teachers.	Douglas, Alicia	11/7/2018	Sign in sheet and Training documentation	5/31/2019 monthly
G1.B1.S3.A2 A388372	Teachers will learn how to utilize data to inform instruction for all students.	Douglas, Alicia	9/17/2018		5/31/2019 biweekly
G1.B1.S4.MA1 M424388	Walkthroughs to monitor teacher effectiveness and discussions with new teachers to determine...	Douglas, Alicia	8/6/2018	Evaluations and new teacher status at the end of the year along with retention.	5/31/2019 one-time
G1.B1.S4.MA1 M424389	Monthly meetings will be held with our new teachers and the leadership team to monitor progression...	Douglas, Alicia	8/6/2018	TIPS checklist for each new teacher and agendas covering important topics for new teachers	5/31/2019 one-time