2013-2014 SCHOOL IMPROVEMENT PLAN

Pine Ridge High School

926 HOWLAND BLVD
Deltona, FL 32738
407-328-6800
http://myvolusiaschools.org/school/pineridge/pages/default.aspx

School Demographics

School Type High School	**Title I** No	**Free and Reduced Lunch Rate** 64%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 51%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	B	D	D	D

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.

Table of Contents

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 High School

Principal
John Atkinson

School Advisory Council chair
Sherrie Monroe

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

Name	Title
Dr. Rick Inge	Assistant Principal
Kimberly Feltner	Assistant Principal
Michael Leader	Assistant Principal
Kerry Cunningham	Teacher on Assignment
Kathy Zeringue	Reading Coach
Sandra Jiminez	Math Coach
Mark Carruthers	Assistant Principal
Carrie Potter-Whiting	Science Coach

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

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

Elected members:
Sherrie Monroe, Chairperson, Parent
Lorraine Buday, Parent
Lisa Coffey, Parent
Kelly D'Errico, Parent
Gerry Duckworth, Parent
Stephanie Greenfield, Parent
Donna Healy, Parent
Veronica McCauley, Parent

Ann Schoening, Parent
Cassandra Williams, Parent
Kerry Cunningham, Teacher
Linnette Hernandez, Parent/VCS Teacher
Bruce Krupa, Parent/VCS Teacher
Kristen Kuches, Parent/VCS Teacher, Secretary
Freddie Morin, Teacher
Margaret Haley, Support Staff
Jennifer Link, Parent/VCS Support Staff
Jennifer Krupa, Parent/VCS Support Staff
Appointed members:
John Atkinson, Principal
Dr. Richard Inge, Assistant Principal
Christopher Schoening, Student
Victoria Greenfield, Student
Kathryn Buday, Student
Dakota Stanford, Student
Dr. Vicki Fox, Teacher
Megan McCauley, Student
Katie Monroe, Student
Earth Wright, Student
Nick Sutton, Student
Danielle Williams, Student
Erika Usher, Parent
Catherine Trelour, Parent
Melanie Giordano, Parent
Jim D'Errico, Parent
Jo Ann Schadenfroh, Teacher

Involvement of the SAC in the development of the SIP

The SAC reached consensus that reading should be the primary focus of the SIP.

Activities of the SAC for the upcoming school year

The SAC support varius school activites through the allocation funding, when available. The SAC provides a vehicle for parent, student, teacher and support staff input on the operation of the school.

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

SIP funds, when available, will be used to support student activities, field studies, clubs and groups, and other worthwhile activities as deemed by the SAC.

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

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

John Atkinson		
Principal	Years as Administrator: 19	Years at Current School: 2

Credentials	BA, Political and Social Science, Elon College M.Ed. Educational Leadership, Stetson University Certificaitons School Principal Educational Leadership K-12 Social Studies, 6-12 Exceptional Student Education, K-12
Performance Record	2013 - Pine Ridge High School; Pending School Grade (44%R / 71%M / 53% R LG/ 80 LG M / 53% LG LQ R / 77 LG LQ M / 63% W / 89% Science 2012 – Pine Ridge High School; School Grade - D; District failed to report all data. School grade should have been a C 2011 – River Springs Middle School; A School Grade, AYP 77% (72% R/67% M; 63% R/66% M; 61% R/58% M)* 2010 – River Springs Middle School – A School Grade, AYP 87% (74%R/67%M; 66%R/70%M; 68%R/71%M)* 2009 – River Springs Middle School – B School Grade, AYP 72% (70%R/63%M; 66%R/65%M; 67%R/61%M)* 2008 – DeBary Elementary School – A School Grade, AYP 100% (88%R/90%M; 70%R/75%M; 60%R/73%M)* 2007 – DeBary Elementary School – A School Grade, AYP 97% (85%R/86%M; Principal John Atkinson School Principal Social Studies, Grades 6-12 Varying Exceptionalities, K-12 3 2 18 70%R/67%M; 53%R/63%M)* 2006 – DeBary Elementary School – A School Grade, AYP 100% (84%R/84%M; 70%R/69%M; 59%R)* 2005 – Deltona Lakes Elementary School – A School Grade, AYP 100% (85%R/73%M; 72%R/68%M; 65%R)* 2004 – Deltona Lakes Elementary School – A School Grade, AYP 93% (83%R/69%M; 73%R/72%M; 72%R)* 2003 – Deltona Lakes – A School, (76% R/71%M; 75%R/80%M; 65%R)*

2002 – Deltona Lakes – C School, (69%R,
61%M; 59%R, 63%M; 59%R)*
*(Proficient Reading/Math; %Learning
Gains R/M; Lowest 25% Learning Gains

Dr. Rick Inge		
Asst Principal	Years as Administrator: 17	Years at Current School: 2

Credentials	BS, Elementary Education ME, Educational Leadership Ed D, Educational Leadership Certifications: Elementary Education (1-6) School Principal (all levels)
Performance Record	2013 - Pine Ridge High School; Pending School Grade (44%R / 71%M / 53% R LG/ 80 LG M / 53% LG LQ R / 77 LG LQ M / 63% W / 89% Science 2012 – Atlantic High School; Pending School Grade (41% R/51% M; 51%R/42% M; 59% R/ 28%M)* 2011 - Silver Sands Middle School: A School, AYP 92% (75% R/73% M; 66% R/69% M; 69% R/73% M)* 2010 – Silver Sands Middle School: A School, AYP 74% (73% R/70% M; 61% R/68% M; 54% R/62% M) * 2009 – Sugar Mill Elementary School: A School, AYP 100% (85% R/85% M; 73% R/72% M; 68% R/65% M) * 2008 – Sugar Mill Elementary School: A School, AYP 95% (86% R/85% M; 73% R/77% M; 62% R/67% M) * 2007 – Sugar Mill Elementary School: A School, AYP 97% (85% R/83% M; 78% R/63% M; 59% R/60% M) * 2006 – Sugar Mill Elementary School: A School, AYP 92% (84% R/85% M; 63% R/69% M; 55% R/n/a% M) * *(*(Proficient Reading/Math; %Learning Gains R/M; Lowest 25% Learning Gains

Mark Carruthers		
Asst Principal	Years as Administrator: 12	Years at Current School: 4

Credentials	M.Ed./School Principal, Elementary Ed., ESE, ESOL
Performance Record	2013 - Pine Ridge High School; Pending School Grade (44%R / 71%M / 53% R LG/ 80 LG M / 53% LG LQ R / 77 LG LQ M / 63% W / 89% Science2012 – Pine Ridge High School; Pending School Grade(40% R/30% M; 55%R/35% M; 60% R/ 45%M)* 2011 – Pine Ridge High School; D School Grade, AYP 72% (38% R/70% M; 41% R/73% M; 39% R/66% M)* 2010 – Deltona Middle School; B School Grade, AYP 82% (70% R/66% M; 63% R/67% M; 59% R/66% M) * 2009 – Deltona Middle School; B School Grade, AYP 64% (65% R/60% M; 64% R/65% M; 66% R/60% M) * 2008 – Deltona Middle School; A School Grade, AYP 79% (68% R/63% M; 62% R/63% M; 61% R/61% M) * 2007 – Deltona Middle School; B School Grade, AYP 87% (68% R/63% M; 58% R/65% M; 62% R/62% M) * 2006 – Deltona Middle School; A School Grade, AYP 85% (68% R/66% M; 66% R/67% M; 70% R/NA M) * 2005 – Deltona Middle School; B School Grade, AYP 87% (65% R/63% M; 59% R/65% M; 60% R/NA M) * 2004 – Deltona Middle School; A School Grade, AYP 97% (67% R/64% M; 67% R/67% M; 69% R/NA M) * 2003 – Deltona Middle School; A School Grade, AYP NA (69% R/63% M; 71% R/69% M; 72% R/NA M) * *(Proficient Reading/Math; %Learning Gains R/M; Lowest 25% Learning Gains R/M)

Kim Feltner		
Asst Principal	Years as Administrator: 1	Years at Current School: 7
Credentials	Leadership, BS/ Accounting Certification: Educational Leadership, Middle Grades Integrated Curriculum, Business Education, ESE, Economics, English, Mathematics	
Performance Record	2013 - Pine Ridge High School; Pending School Grade (44%R / 71%M / 53% R LG/ 80 LG M / 53% LG LQ R / 77 LG LQ M / 63% W / 89% Science	

Mike Leader		
Asst Principal	Years as Administrator: 8	Years at Current School: 0
Credentials	BA, University of Central Florida M. Ed. University of Central Florida Educational Leadership Exceptional Student Education K-12	
Performance Record	N/A	

Instructional Coaches

of instructional coaches
3

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Kathy Zeringue		
Full-time / School-based	Years as Coach: 5	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	Elementary Ed; Middle Grades English; ESOL; Reading	
Performance Record	2013 - Pine Ridge High School; Pending School Grade (44%R / 71%M / 53% R LG/ 80 LG M / 53% LG LQ R / 77 LG LQ M / 63% W / 89% Science 2012 – Pine Ridge High School; D School Grade Grade should have been a C, District failed to report all school data Grade (40% R/30% M; 55%R/35% M; 60% R/ 45%M)* 2011 – Pine Ridge High School; Pending School Grade, AYP 72% (38% R/70% M; 41% R/73% M; 39% R/66% M)* 2010 – Pine Ridge High School; Grade Pending, AYP 69% (41% R/69% M; 44% R/72% M; 41% R/59% M) * 2009 – Pine Ridge High School; D School Grade, AYP 62% (38% R/67% M; 44% R/68% M; 42% R/60% M) * *(Proficient Reading/Math; %Learning Gains R/M; Lowest 25% Learning Gains R/M)	

Sandra Jimenez		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Mathamatics 6-12	
Performance Record	2013 - Pine Ridge High School; Pending School Grade (44%R / 71%M / 53% R LG/ 80 LG M / 53% LG LQ R / 77 LG LQ M / 63% W / 89% Science	

Carey Potter-Whiting		
Full-time / District-based	Years as Coach: 0	Years at Current School: 0

Areas	Science
Credentials	Middle Grades Science 5-9
Performance Record	N/A

Classroom Teachers

# of classroom teachers
112

 # receiving effective rating or higher
106, 95%

 # Highly Qualified Teachers
100%

 # certified in-field
111, 99%

 # ESOL endorsed
17, 15%

 # reading endorsed
16, 14%

 # with advanced degrees
55, 49%

 # National Board Certified
4, 4%

 # first-year teachers
11, 10%

 # with 1-5 years of experience
17, 15%

 # with 6-14 years of experience
37, 33%

 # with 15 or more years of experience
47, 42%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
100, 1111%

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

Person responsible - Principal, John Atkinson
Interviews at Job Fair, advertisements, word of mouth, networking with colleagues

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

New/beginning teachers supported by district PAR teachers. New/beginnings teachers assigned school level mentor. New/beginning teachers meet on regular basis with subject area colleagues and with other new/beginning teachers and assistant principal.

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

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 school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI

as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining
the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides
the work of the school.

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions
matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

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

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

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: Extended Day for All Students

Minutes added to school year: 0

PRIDE time built in the school day provides additional learning time four days per week.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data is collected and studied in the school data room.

Who is responsible for monitoring implementation of this strategy?

Administration, academic coaches and teachers.

Literacy Leadership Team (LLT)

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

Name	Title
John Atkinson	Principal
Dr. Rick Inge	Asst. Principal
Mark Carruthers	ESE Asst. Principal
Mike Leader	Asst. Principal
Kim Feltner	Asst. Principal
Jessica Gilbert	Guidance Counselor
Jennifer Robinson	Guidance Counselor
Freddie Morin	Guidance Counselor
Susana Periera	Guidance Counselor
Kathy Zeringue	Reading Coach
Sandra Jimenez	Math Coach
Corey Potter-Whiting	Science Coach
Department Chairs	Academic Subjects

How the school-based LLT functions

Two teams will support the Literacy Leadership process at Pine Ridge High School. The larger Leadership Team will meet once a month, with the smaller Curriculum Team meeting weekly. The Curriculum Team will pull in members of the larger Leadership Team for its weekly meeting to address specific concerns related to student achievement.
Curriculum Team:
Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing schoolwide literacy system, conducts assessment of literacy skills of school

staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support literacy system implementation, and communicates with parents regarding school-based literacy plans and activities.

Assistant Principal of Curriculum: Supports principal's vision for data-based instruction and intervention and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of literacy skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support literacy system implementation, and communicating with parents regarding school-based literacy plans and activities. Develops, leads, and evaluates school core content standards/programs; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development;

and provides support for assessment and implementation monitoring.

Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of literacy system plans.

Additional Leadership Team Members:

ESE Assistant Principal: Participates in collection, interpretation, and analysis of data related to ESE students.

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Major initiatives of the LLT

Assistant Principals for Testing, Discipline, and Data: Supports principal's vision for literacy instruction and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of literacy skills of school staff, ensuring implementation, ensuring adequate professional development to support implementation, and communicating with parents regarding school-based literacy plans and activities. Each AP provides data and analysis related to their area: testing, discipline, and data.

Selected General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All core teachers receive support from the Reading Coach and Reading Department to ensure reading strategies are taught in all classes.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Pine Ridge High School offers students career awareness opportunities through job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Each program offers students the opportunity to earn the Ready to Work national certification and Industry Certifications in their specific career cluster. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund

named Volusia County Schools as a Career Academy Innovative Community at the Leadership Level. Volusia is the third district in the country to receive such recognition. In addition, Pine Ridge High School offers OJT, DCT, and a Gold Seal Program for Diversified Career Technology.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Academic and career planing is supported through the guidance department, and through career academy advisor/advisee relationships.
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 the school and district level:
• Dual Enrollment
• Early College
• Career Academies
• High School Showcase
• AVID
• Career and Technical Education Classes
• Advanced Placement Opportunities
• College Expo
• College Tours
• College Rep Visits

Strategies for improving student readiness for the public postsecondary level

Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Each program offers students the opportunity to earn the Ready to Work national certification and Industry Certifications in their specific career cluster. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund named Volusia County Schools as a Career Academy Innovative Community at the Leadership Level. Volusia is the third district in the country to receive such recognition. In addition, Pine Ridge High School offers OJT, DCT, and a Gold Seal Program for Diversified Career Technology.

Expected Improvements

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	51%	44%	No	56%
American Indian				
Asian				
Black/African American	41%	32%	No	47%
Hispanic	44%	39%	No	50%
White	57%	50%	No	61%
English language learners	26%	11%	No	33%
Students with disabilities	33%	27%	No	39%
Economically disadvantaged	45%	38%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	177	23%	33%
Students scoring at or above Achievement Level 4	154	20%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		12%
Students scoring at or above Level 7	10	83%	88%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	369	50%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	92	49%	54%

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)	43	74%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	29%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	52%	57%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	190	71%	76%

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	225	61%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	34%	71%	Yes	41%
American Indian				
Asian				
Black/African American	33%	65%	Yes	40%
Hispanic	32%	69%	Yes	39%
White	36%	74%	Yes	42%
English language learners				
Students with disabilities	30%	41%	Yes	37%
Economically disadvantaged	34%	68%	Yes	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		37%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		63%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	311	78%	83%
Students in lowest 25% making learning gains (EOC)	94	77%	82%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	147	55%	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	50%	55%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		9%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	42%	47%
Students scoring at or above Achievement Level 4	114	44%	49%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	34%	29%
Students scoring at or above Achievement Level 4	83	55%	61%

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)	24		50
Participation in STEM-related experiences provided for students	200	13%	20%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	78	4%	83%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	65	34%	
Passing rate (%) for students who take CTE-STEM industry certification exams		43%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	119	6%	10%
Passing rate (%) for students who take CTE industry certification exams		43%	50%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	137	30%	25%
Students with grade point average less than 2.0	278	17%	12%
Students who fail to progress on-time to tenth grade	70	16%	11%
Students who receive two or more behavior referrals	501	23%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	406	18%	13%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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

Attendance initiative. For the 2013-2014 school year, we are making a concerted effort to reach out to parents on attendance issues. The school has increased vigilance for attendance tracking and reporting, including closer liaison with district social workers to monitor and support regular school attendance.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance	1621	93.%	95%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Teachers will implement effective teaching instruction aligned to standards through the implementation of AVID strategies identified in WICOR.

Goals Detail

G1. Teachers will implement effective teaching instruction aligned to standards through the implementation of AVID strategies identified in WICOR.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Algebra 1 EOC

- Geometry EOC

- U.S. History EOC

- Science - Biology 1 EOC

- STEM - High School

- EWS - High School

Resources Available to Support the Goal

- PRIDE time; implementation of common planning for core teachers; implementation of a rigorous social studies graduation requirement class in ninth grade.

Targeted Barriers to Achieving the Goal

- Staffing allocations to ensure class size compliance; curriculum resources for additional sections of social studies in ninth grade.

Plan to Monitor Progress Toward the Goal

Ninth grade social studies

Person or Persons Responsible

Data administrators, guidance counselors

Target Dates or Schedule:

For the 2013-2014 school year

Evidence of Completion:

Student schedules reflect the addition on a ninth grade social studies class.

Action Plan for Improvement

Problem Solving Key

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

G1. Teachers will implement effective teaching instruction aligned to standards through the implementation of AVID strategies identified in WICOR.

G1.B1 Staffing allocations to ensure class size compliance; curriculum resources for additional sections of social studies in ninth grade.

G1.B1.S1 Working collaboratively with the district office, intentions are to ensure PR core teachers have a common planning time and a rigorous social studies class is implemented in ninth grade.

Action Step 1

Implement common planning time for core teachers and initiate a rigorous ninth grade social studies class

Person or Persons Responsible

PR administration, academic coaches, department chairs and designated staff

Target Dates or Schedule

At least quarterly

Evidence of Completion

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

Facilitator:

Administration, academic coaches, department chairs and designated staff

Participants:

Instructional staff

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

Progress monitoring of common planning and ninth grade social studies

Person or Persons Responsible

PR administration, academic coaches, department chairs, designated staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Data posted and monitored in data room

Plan to Monitor Effectiveness of G1.B1.S1

Effectiveness of common planning and ninth grade social studies classes

Person or Persons Responsible

PR administration, academic coaches, department chairs and designated staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Data posted and monitored in data room

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

Initiatives include continuing PRIDE time and developing concepts for additional career academies.
The population we serve makes it difficult to provide remediation/acceleration activities for students before and after school. Transportation and funds are major barriers.
Incorporate a forty-four minute intervention/acceleration period into daily schedule. Students will be able to migrate, with teacher permission, to those classes/subjects where they need the most assistance. On grade level students can be given acceleration events.
Working with local governmental officials, district staff and community business interests, we are developing concepts for new finance and manufacturing academies.

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. Teachers will implement effective teaching instruction aligned to standards through the implementation of AVID strategies identified in WICOR.

G1.B1 Staffing allocations to ensure class size compliance; curriculum resources for additional sections of social studies in ninth grade.

G1.B1.S1 Working collaboratively with the district office, intentions are to ensure PR core teachers have a common planning time and a rigorous social studies class is implemented in ninth grade.

PD Opportunity 1

Implement common planning time for core teachers and initiate a rigorous ninth grade social studies class

Facilitator

Administration, academic coaches, department chairs and designated staff

Participants

Instructional staff

Target Dates or Schedule

At least quarterly

Evidence of Completion

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total	
		$0	$0
Total		$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will implement effective teaching instruction aligned to standards through the implementation of AVID strategies identified in WICOR.

G1.B1 Staffing allocations to ensure class size compliance; curriculum resources for additional sections of social studies in ninth grade.

G1.B1.S1 Working collaboratively with the district office, intentions are to ensure PR core teachers have a common planning time and a rigorous social studies class is implemented in ninth grade.

Action Step 1

Implement common planning time for core teachers and initiate a rigorous ninth grade social studies class

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed