

Pine Ridge Elementary School



2014-15 School Improvement Plan

Pine Ridge Elementary School

10245 COUNTY ROAD 561, Clermont, FL 34711

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
47%

Alternative/ESE Center
No

Charter School
No

Minority
30%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	B

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We encourage our children to reach their highest potential through challenging instruction, character education, parent involvement and community support.

Provide the school's vision statement

The Pine Ridge Vision is "To be citizens who do our best and do what is right." Pine Ridge students will always Be Prepared, Eager to Learn, Accept Responsibility, Respect Others.

School Environment

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

Pine Ridge utilizes a school-wide Positive Behavior System (PBS) to build relationships between the entire school community. Students are provided intrinsic and extrinsic rewards for "above and beyond" behavior, including Bear Paws and ice cream socials.

Teachers engage in "getting to know you" and teambuilding activities throughout the school year to learn more about their students' cultures while building relationships.

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

The PBS allows all students to feel respected while also encouraging students to treat others with respect. The School Safety Committee meets to ensure the safety of everyone on campus and immediate concerns are addressed. The site-based Extended Learning Center adheres to the Lake County Code of Conduct expectations as well as the vision of Pine Ridge. Teachers and staff encourage students to participate in after school activities to build strong skills and relationships within the community.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide PBS culture and expectations engage students, faculty, and staff in positive reinforcement for student success. Teachers follow a discipline flow chart in order which identifies steps to take in the student behavior management process. The Lake County Schools Code of Conduct governs the conduct and discipline within Pine Ridge Elementary.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School counselors meet with students in small-group settings as needs are identified. Additional student social and behavioral needs are met within the Response to Intervention (RTI) process.

Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Pine Ridge builds positive relationships by the following means:

monthly SAC and PTO meetings

Open invitation coffee chats with principal

volunteer program managed by CRT

parent/teacher conferences

MTSS meetings with parents

structured family and community events including Pine Ridge Row, Boosterthon, and performances

student musical programs from each grade level in which parents and community may come to at no cost

S.T.E.M. night

Bear Olympics

Pine Ridge Row - a service learning event

Teddy Bear picnic to commemorate school opening

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our volunteer coordinator manages the system which allows community and business leaders to assist in our schools. Additionally, strong relationships often result in donations to the school. In August 2014, Pine Ridge received a \$1000 grant from The Walt Disney Company as a result of a partnership formed in PTO. Community leaders have a voice through our SAC.

We use our monthly newsletter to advertise for sponsors for our Terrific Kid program. We also have a SAC committee that meets monthly. SAC is required to have community members that are stakeholders in our school. They are chosen/appointed each year by the principal of the school and encouraged to attend every SAC meeting. They are asked for their input in the SIP and any suggestions for our school in general.

Additionally, we incorporate local business agencies into our Wonderful Wednesday educational program when appropriate and applicable.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Mayuski, Stephanie	Principal
Obando, Laine	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The function and the responsibility of the MTSS Leadership Team is to work together to identify specific student skill deficits through the disaggregation of school, classroom, and student data. The team works to provide strategies and interventions based on reliable and valid data. The team develops an intervention plan. Progress monitoring data is used to determine if the student's response to intervention was positive, questionable, or negative. Decisions are then made to continue, modify, or discontinue the intervention plan.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Problem Solving Team consists of an administrator, CRT, guidance counselor, literacy coach, ESE School Specialist, psychologist, teacher, and parent. The function of the Problem Solving meeting is to identify students who need additional academic supports and to design supplemental interventions. The team analyzes the progress monitoring data and determines the effectiveness of the intervention. The Problem Solving Team reviews school, class, and student data three times per year and identifies each student's proficiency level. The team analyzes the effectiveness of the core instructional program by classroom walkthroughs, weekly PLC, and Grade Chair meetings.

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Stephanie Mayuski	Principal
Angela Burden	Parent
Marcy Walker	Parent
Kathy Yemm	Parent
Lauren Blackburn	Teacher
Courtney Franklin	Teacher
Sharon Meadows	Teacher
Fawn Lantes	Teacher
Melissa Noward	Teacher
Jennifer Fulmer	Teacher
Silvia Toledo	Education Support Employee
Clarissa O'Pry	Education Support Employee
Joscelyn Campbell	Parent
Kelly Howze	Parent
Opportune Kiki Charles	Parent
Rodrigue Charles	Parent
John Kruse	Parent
Karen Newman	Business/Community
Shay Hochreiter	Business/Community
Dana Kelly	Business/Community
Jill McCleary	Business/Community
Marcus Cuevas	Business/Community

Duties

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

Evaluation of last year's school improvement plan

We continuously monitored SIP data and initiatives. Additionally, the 14-15 SIP was presented on September 3 after a review of 13-14 initiatives. Members are welcome to seek clarification and provide input. Previously a member asked if our tutoring program was successful and a review of the data at the September 3 meeting showed the initiative to be successful and consensus was reached to continue.

Development of this school improvement plan

SAC was trained at our meeting on September 3, 2014 on their duties, responsibilities, and expectations for supporting the school and working to achieve our goals. Data was reviewed and input for the 14-15 SIP was solicited. The principal and SAC chair also stated the open door policy to contribute and share information.

Preparation of the school's annual budget and plan

There are no funds.

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

There are no anticipated funds.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mayuski, Stephanie	Principal
Obando, Laine	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The team will work with each other across the grade levels to ensure collaborative talk and understanding of the Florida Standards and their Depth of Knowledge (DOK) as it pertains to ELA. The committee will also work throughout the course of the year to develop writing rubrics to match the new writing standards embedded into our counties Scope and Sequence for grades K-5. In addition, team members will continue to find ways to enrich our students literacy needs through the implementation of events (i.e. Reading Buddies, Vocabulary Parade, etc).

Membership:

- Gwyn Borders -1st Grade Teacher; bordersg@lake.k12.fl.us
- Stephanie Fishel- K-2 ASD fishels@lake.k12.fl.us
- Jennifer Fulmer-Literacy Coach; fulmerj@lake.k12.fl.us
- Melissia Hunt-Kindergarten Teacher; huntm@lake.k12.fl.us
- Julia Juhl-Media Specialist; juhlj@lake.k12.fl.us
- Kimberly Keane-2nd Grade Teacher; keanek@lake.k12.fl.us
- Sarah Klosterman-5th Grade Teacher; klostermans@lake.k12.fl.us
- Whitney Kreiling-3rd Grade Teacher; kreilingw@lake.k12.fl.us
- Melissa Noward-4th Grade Teacher; nowardm@lake.k12.fl.us

Public and Collaborative Teaching

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

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

Pine Ridge Elementary builds collaborative planning time into the master schedule in various ways. Teachers meet together as a grade level one full day every quarter. Additionally, teachers meet weekly in a grade level Professional Learning Community to focus on a cycle of planning, instruction, and progress monitoring. Professional development days are utilized to support teacher learning and inform best practice. Positive relationships are encouraged through the use of the school-wide Positive Behavior Support (PBS). Teachers recognize the hard work and "above and beyond" behavior of others at monthly faculty meetings.

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

TQR trained by the district, Assistant Principal

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

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

New teachers to Pine Ridge Elementary attend a welcome "Bearientation" breakfast and induction process. Every new teacher is paired with a veteran teacher on the same grade level or subject area. The TQR holds monthly meetings to answer questions and discuss instructional topics.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Pine Ridge follows the district instructional materials adoptions and secures research-based materials with a focus on standards alignment.

Fidelity is monitored through classroom walkthroughs, weekly PLCs, and quarterly Wonderful Wednesday collaborative planning days.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is reviewed weekly at PLC, quarterly at Wonderful Wednesday, through MTSS, and a individual student meetings in November. Additionally, individual student data chats are held in the winter for students at risk of retention. Students in need are offered classroom interventions and extended day interventions such as tutoring.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,200

Title I A homeless tutoring
STEM club
Engineering Club
Environmental Club

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

Strategy Rationale

Provide an alternate experience with different curricular materials in a small group setting provides another opportunity for students to be successful.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mayuski, Stephanie, mayuskis@lake.k12.fl.us

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

Pre and post test data is taken to measure learning in tutoring; performance based tasks and competition events measure learning in the club activities.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pine Ridge offers two semesters (half year program) of voluntary pre-kindergarten. Additionally, we have two classrooms that offer ESE pre-kindergarten for students who qualify as early as age 3. The staff at PRE collaborates to smoothly transition the students and ensure their readiness for kindergarten.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The faculty and staff at Pine Ridge will work collaboratively to create a safe environment for all students.
- G2.** The faculty and staff at Pine Ridge will work to incorporate 21st century skills alongside our implementation of the Florida Standards.
- G3.** The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The faculty and staff at Pine Ridge will work collaboratively to create a safe environment for all students. 1a

G049361

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	11.0

Resources Available to Support the Goal 2

- Bully-Proof your School resources, Safety Committee training,

Targeted Barriers to Achieving the Goal 3

- Planning time, curriculum resources for classroom teachers to support anti-bullying instruction

Plan to Monitor Progress Toward G1. 8

Discipline reports

Person Responsible

Laine Obando

Schedule

Evidence of Completion

PBS meeting minutes

G2. The faculty and staff at Pine Ridge will work to incorporate 21st century skills alongside our implementation of the Florida Standards. 1a

G036520

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	78.0
ELA/Reading Lowest 25% Gains	78.0

Resources Available to Support the Goal 2

- Professional skills, Thinking Maps training, binders, and support for school-wide implementation and collaboration.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Feedback, classroom data, multiple student measures, classroom walkthroughs

Person Responsible

Laine Obando

Schedule

Quarterly, from 8/26/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines. 1a

G036521

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	63.0
Math Lowest 25% Gains	63.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Barriers include collaboration time and proper training tools.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Schedule

Evidence of Completion

minutes of teacher minutes and data

Action Plan for Improvement

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

Problem Solving Key

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


1 = Problem Solving Step  S123456 = Quick Key

G1. The faculty and staff at Pine Ridge will work collaboratively to create a safe environment for all students.

1

 G049361

G1.B1 Planning time, curriculum resources for classroom teachers to support anti-bullying instruction **2**

 B127167

G1.B1.S1 Guidance counselors will work with enrichments teachers and classroom teachers to develop a comprehensive anti-bullying plan. We will use collaborative funds to support teacher planning time and provide an additional enrichment rotation for Wonderful Wednesdays. One enrichment teacher will teach an anti-bullying lesson to each class on Wonderful Wednesday following the district curriculum. In addition, our media specialist will support anti-bullying instruction by teaching explicit lessons during October's "Unite Against Bullying" month. **4**

 S139252

Strategy Rationale

Action Step 1 **5**

Bully-Proof your school planning

Person Responsible

Laine Obando

Schedule

Evidence of Completion

lesson plans, Bully Proof your school plan

Action Step 2 5

Bully Proof Pine Ridge Plan

Person Responsible

Laine Obando

Schedule

On 3/9/2014

Evidence of Completion

SAC Meeting minutes

Action Step 3 5

Bullying Articles/Information in Bear Facts Newsletter

Person Responsible

Laine Obando

Schedule

Evidence of Completion

Bear Facts Newsletter

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

Safe Schools Chair and Committee review

Person Responsible

Laine Obando

Schedule

Evidence of Completion

Safety Committee minutes/notes

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

Safety Committee Chair

Person Responsible


Laine Obando

Schedule


Evidence of Completion

Safety Committee meeting minutes/agenda, leadership team meeting minutes, guidance meetings


G2. The faculty and staff at Pine Ridge will work to incorporate 21st century skills alongside our implementation of the Florida Standards. 1

 G036520

G2.B1 Research based tools and information, planning time, and consensus 2

 B087449

G2.B1.S1 All instructional staff will be trained in Thinking Maps to incorporate writing across content areas school-wide. Wonderful Wednesday will continue, providing one full day of grade level collaboration per 9 week period for teachers. Weekly grade level PLC meetings will provide dedicated time to unpack the Florida Standards and discuss the continuous improvement cycle. Teachers will work together to plan instruction, implement strategies in the classroom, monitor student progress and define remediation/enrichment needs. 4

 S098166

Strategy Rationale

Action Step 1 5

Thinking Maps Training

Person Responsible

Laine Obando

Schedule

Evidence of Completion

Teacher lesson plans, PLC minutes, Leadership team minutes

Action Step 2 5

Weekly PLC meetings

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/21/2014 to 6/4/2015

Evidence of Completion

Evidence includes PLC meeting minutes, agendas, and classroom observations.

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

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

Person Responsible

Laine Obando

Schedule

Quarterly, from 8/12/2014 to 6/4/2015

Evidence of Completion

minutes, agendas, TEAM/classroom data, consultation with district T. Maps program specialists

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

District benchmark testing, FAIR, FCAT data, classroom data, student work samples aligned with depth of knowledge and discussed at grade level PLC meetings

Person Responsible

Laine Obando

Schedule

On 6/4/2015

Evidence of Completion

PLC minutes, Leadership team meeting minutes, grade chair minutes

G3. The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines. 1

G036521

G3.B1 Barriers include collaboration time and proper training tools. 2

B087450

G3.B1.S1 Pine Ridge is committed to working in grade level Professional Learning Community teams every Thursday to collaborate and plan. This will provide teachers with focused time to unpack standards and plan assessments aligned with the rigor of the standard. Pine Ridge will continue "Wonderful Wednesday" for the 2014-15 school year. This model enables teachers to have a full day of collaborative planning each 9 weeks. This planning time will be used to develop lessons that use high cognitive demand, such as problem based learning activities. 4

S098167

Strategy Rationale

Action Step 1 5

Teachers will meet as a grade level once a week for common planning.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/21/2014 to 6/4/2015

Evidence of Completion

PLC meeting minutes

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Schedule

Evidence of Completion

minutes, leadership meetings, email communication, schedules

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G3.B1.S2 The Pine Ridge Elementary PBL leader is working collaboratively with the PBL team comprised of different grade levels and disciplines to plan spiraling curriculum centered around a theme. The PBL team will design a week-long unit to provide students with educational experiences that require the use of high cognitive demand. 4

 S098168

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Monthly, from 8/27/2014 to 5/27/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Leadership Team will monitor for evidence of growth.

Person Responsible

Schedule

Evidence of Completion

Student achievement data, student growth, teacher observation and feedback, instructional walkthroughs,

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Thinking Maps Training	Obando, Laine	8/12/2014	Teacher lesson plans, PLC minutes, Leadership team minutes	one-time
G3.B1.S1.A1	Teachers will meet as a grade level once a week for common planning.	Mayuski, Stephanie	8/21/2014	PLC meeting minutes	6/4/2015 weekly
G3.B1.S2.A1	Three year implementation plan for PBL to increase cognitive demand across curriculum.		8/27/2014	Meeting minutes, high level of collaboration among faculty members, increased student test scores	5/27/2015 monthly
G1.B1.S1.A1	Bully-Proof your school planning	Obando, Laine	lesson plans, Bully Proof your school plan	5/6/2015 biweekly	
G2.B1.S1.A2	Weekly PLC meetings	Mayuski, Stephanie	8/21/2014	Evidence includes PLC meeting minutes, agendas, and classroom observations.	6/4/2015 weekly
G3.B1.S1.A2	[no content entered]			one-time	
G1.B1.S1.A2	Bully Proof Pine Ridge Plan	Obando, Laine	3/9/2014	SAC Meeting minutes	3/9/2014 one-time
G1.B1.S1.A3	Bullying Articles/Information in Bear Facts Newsletter	Obando, Laine	Bear Facts Newsletter	6/6/2015 quarterly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Discipline reports	Obando, Laine	PBS meeting minutes	6/6/2015 monthly	
G1.B1.S1.MA1	Safety Committee Chair	Obando, Laine	Safety Committee meeting minutes/ agenda, leadership team meeting minutes, guidance meetings	6/6/2015 quarterly	
G1.B1.S1.MA1	Safe Schools Chair and Committee review	Obando, Laine	Safety Committee minutes/notes	5/6/2015 quarterly	
G2.MA1	Feedback, classroom data, multiple student measures, classroom walkthroughs	Obando, Laine	8/26/2014	PLC minutes, agendas, and feedback from grade level C2 Cohort meetings	6/4/2015 quarterly
G2.MA2	[no content entered]			once	
G2.B1.S1.MA1	District benchmark testing, FAIR, FCAT data, classroom data, student work samples aligned with depth of knowledge and discussed at grade level PLC meetings	Obando, Laine	8/26/2014	PLC minutes, Leadership team meeting minutes, grade chair minutes	6/4/2015 one-time
G2.B1.S1.MA1	Minutes and agendas will be reviewed and discussion items will be followed up with action as necessary.	Obando, Laine	8/12/2014	minutes, agendas, TEAM/classroom data, consultation with district T. Maps program specialists	6/4/2015 quarterly
G3.MA1	The data that will be collected includes benchmark testing, FAIR, Florida Assessment and classroom data.		minutes of teacher minutes and data	one-time	
G3.B1.S1.MA1	[no content entered]			once	
G3.B1.S1.MA1	The steps will be observed, minutes reviewed, and feedback solicited and areas addressed to strive for continuous improvement.		minutes, leadership meetings, email communication, schedules	once	
G3.B1.S2.MA1	Leadership Team will monitor for evidence of growth.		Student achievement data, student growth, teacher observation and feedback, instructional walkthroughs,	one-time	
G3.B1.S2.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. The faculty and staff at Pine Ridge will work collaboratively to create a safe environment for all students.

G1.B1 Planning time, curriculum resources for classroom teachers to support anti-bullying instruction

G1.B1.S1 Guidance counselors will work with enrichment teachers and classroom teachers to develop a comprehensive anti-bullying plan. We will use collaborative funds to support teacher planning time and provide an additional enrichment rotation for Wonderful Wednesdays. One enrichment teacher will teach an anti-bullying lesson to each class on Wonderful Wednesday following the district curriculum. In addition, our media specialist will support anti-bullying instruction by teaching explicit lessons during October's "Unite Against Bullying" month.

PD Opportunity 1

Bully Proof Pine Ridge Plan

Facilitator

Laine Obando

Participants

SAC members

Schedule

On 3/9/2014

G2. The faculty and staff at Pine Ridge will work to incorporate 21st century skills alongside our implementation of the Florida Standards.

G2.B1 Research based tools and information, planning time, and consensus

G2.B1.S1 All instructional staff will be trained in Thinking Maps to incorporate writing across content areas school-wide. Wonderful Wednesday will continue, providing one full day of grade level collaboration per 9 week period for teachers. Weekly grade level PLC meetings will provide dedicated time to unpack the Florida Standards and discuss the continuous improvement cycle. Teachers will work together to plan instruction, implement strategies in the classroom, monitor student progress and define remediation/enrichment needs.

PD Opportunity 1

Thinking Maps Training

Facilitator

Zhakima Spratley, Hanna Insanally

Participants

All instructional staff

Schedule

PD Opportunity 2

Weekly PLC meetings

Facilitator

Principal

Participants

all teachers

Schedule

Weekly, from 8/21/2014 to 6/4/2015

G3. The faculty and staff at Pine Ridge will work collaboratively to provide educational experiences that increase the use of high cognitive demand across content areas, consequently improving student gains in all disciplines.

G3.B1 Barriers include collaboration time and proper training tools.

G3.B1.S1 Pine Ridge is committed to working in grade level Professional Learning Community teams every Thursday to collaborate and plan. This will provide teachers with focused time to unpack standards and plan assessments aligned with the rigor of the standard. Pine Ridge will continue "Wonderful Wednesday" for the 2014-15 school year. This model enables teachers to have a full day of collaborative planning each 9 weeks. This planning time will be used to develop lessons that use high cognitive demand, such as problem based learning activities.

PD Opportunity 1

Teachers will meet as a grade level once a week for common planning.

Facilitator

Grade chair

Participants

all teachers

Schedule

Weekly, from 8/21/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0