



# **Pine Ridge Middle School**

**2008 – 2009**

---

**Signature of School Advisory Council Chairperson**

**Date**

---

**Signature of George Brenco, Principal**

**Date**

**For submission to the  
District School Board of Collier County**

**FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT PLAN**

---

**School Name: PINE RIDGE MIDDLE SCHOOL**

**District Name: Collier**

**Principal: George Brenco**

**SAC Chair: Mr. Ariel Pechokas**

**Superintendent: Dr. Dennis Thompson**

**Date of School Board Approval: Pending**



**Dr. Eric J. Smith, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

**Dr. Frances Haithcock, Chancellor**  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## VISION/MISSION/BELIEF STATEMENTS

**Mission Statement:**

Pine Ridge Middle School is dedicated to providing a safe, supportive, environment in which our educational community will be challenged to develop its vision of the future and to realize its highest potential.

On August 25, 1992, members of the School Advisory Council and the faculty met to articulate a common focus for our school's future direction. Inspired by Joel Barker's 'Power of Vision,' we forged our vision of the ideal Pine Ridge.

Common Threads emerged from the ensuing group process. The onset of construction at our school fostered concerns for safety that was also embellished by hurricane Andrew's passing the previous day. Strong feelings relative to middle school philosophy emphasized the need for our students to

feel secure, nurtured, and positive at school. Also, the group felt that parents and students need to work and plan together to achieve future goals and maximize growth. These conceptual threads were then woven into the mission statement below for Pine Ridge Middle School.

We believe:

1. Students are the number one priority of the faculty and staff at Pine Ridge Middle School.
2. Students' learning needs should be the ultimate focus of all decisions of the administration, faculty and staff.
3. All students can learn, however, in different ways and at different rates and depths.
4. All students should be provided the opportunity to achieve their maximum potential.
5. Learning occurs most effectively in an emotionally and physically safe environment.
6. Pine Ridge Middle School's commitment to continuous improvement and the highest of standards is imperative for all students to become confident, self-directed lifelong learners.
7. Students, families, teachers, administrators and the community share responsibility for the improvement of the educational process.
8. All students and employees should have respect for self and others in order to maintain individual dignity and worth.
9. Diversity, and the respect for it, is essential for the full development of the individual and society.
10. A 'Culture of character' must be pervasive in every phase of everything that is done at Pine Ridge Middle School.

## SCHOOL PROFILE DEMOGRAPHICS

### DEMOGRAPHICS

The enrollment at Pine Ridge Middle is 1076 students. 65% are White, 27% are Hispanic, 2% are Black, and 6% belong to other racial groups.

Out of the total enrollment, 32% qualify for free and reduced lunch, 0% are migrant, 12% are ESE and 5% are ELL (English Language Learners).

## ADDITIONAL REQUIREMENTS

### MENTORING AND EXTENDED LEARNING OPPORTUNITIES

#### Teacher Mentoring

At Pine Ridge Middle School mentoring is an opportunity for new teachers to enter into a personal relationship with someone who could help them reflect on their practice and grow as a teacher.

While it is provided formally in many school settings it is also arranged between the mentor and the mentee. Ideally, this relationship should be non-evaluative and collegial rather than supervisory. In mentoring the mentor and the mentee each have specific roles and responsibilities. If each does his/her part, mentoring will be a valuable growth experience for both and benefit more ideal student learning.

Teacher mentoring list attached.

#### Extended Learning Opportunities

Pine Ridge Middle School offers a diverse after school enrichment program covering the following: reading assistance, math assistance, literature circles, clubs, service organizations, intramurals and school district interscholastic athletics, which take place before/after school. Extended Learning Opportunities (ELO) will be provided to eighth grade students in need of assistance as identified through monitoring in the reading and math subject areas, especially the mathematics area at this time. Student who fail one or more of their core academic subjects have the opportunity to attend summer school to earn passing grades necessary to meet state requirements for student progression.

# SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

## Different Innovative Approaches to Instruction

Pine Ridge Middle School has implemented the following district initiatives:

1. Language!
2. Springboard
3. Organizational Skills development grades 6-7-8
4. Involvement of Math Intervention Specialist
5. Continuation of intervention of the Reading Coach
6. Sheltered ELL services for most classes offered to ELL students

## Responsibility of Teaching Reading for Every Teacher

All teachers afford students the opportunity to read. All teachers have been trained in the reading process using before, during, and after strategies. Pine Ridge Middle School has trained all faculty in the areas of CRISS, McRel Strategies; interactive word walls and explicit vocabulary instruction are a component of every classroom as well. School wide vocabulary word of the day is an instructional strategy used to highlight words specific to core academic subjects. Study Skill of the Month is an instructional strategy used to develop common student practices to support learning across the grade levels for all students.

## Quality Professional Development for Teachers and Leaders

Professional Development includes:

1. CRISS
2. McRel
3. Write Traits
4. Professional Learning Communities in the areas of Language Arts/Reading, Mathematics, Science, and Social Studies with a concentration on curriculum/instruction
5. Co-Teaching models/strategies.
6. Explicit vocabulary instruction.

## Small Learning Communities (SLC)

In addition to the PLCs referenced above, grade-level PLC's meet to address/discuss grade specific needs especially the mentoring of identified struggling learners.

## Intensive Intervention in Reading and Mathematics

There is a full time Reading Coach and Math Interventions Specialist at Pine Ridge Middle School. The personnel in these two positions intervene and provide assistance to students and staff especially toward insuring mastery of skills which would translate into positive level progression on FCAT and satisfactory course completion.

## Parental Access and Support

Parents are members of the School Advisory Council. Parents direct/suggest ideas regarding the PRMS Uniform Dress Policy. Parent newsletters are posted on the PRMS website bi-monthly. The PRMS website is updated on a regular basis. School-to-Parent phone calls are completed on a as needed basis via an automated out-dialing computer system. Parents are encouraged to monitor grades on the district grade book program. Individual teachers communicate with parents and vice-versa via the student planner/agenda as well as through Eboard and general email.

## Applied and Integrated Courses

Students not performing at grade level in reading are placed in intensive reading courses. Reading instruction is integrated across all core subject areas especially science and social studies. PRMS offers a variety of elective courses for all students. Selection of these related arts classes is dependent upon FCAT results and other interventions necessary for satisfactory course completion.

## Course Choice Based on Student Goals / Interests / Talent

Course selection sheets are developed and disseminated each spring. Many course assignments are driven by FCAT results. Student choice/interests and teacher recommendations determine student involvement in the development of the master schedule.

## Master Schedules Based on Student Needs

The final master schedule is based upon student learning needs as driven by FCAT results. Related Arts courses are offered to provide a variety of developmental experiences for students.

## Academic and Career Planning

Beginning in FY09, all 8th grade students receive career exploration/career planning via their U. S. History course in conjunction with the PRMS Counseling Department throughout the school year.

## GOALS

Goal: Reading	
<p><b>*Needs Assessment:</b></p>	<p>For current students based on their FY08 FCAT reading and alternative assessments, the following subgroups met the AYP criteria: ECONOMICALLY DISADVANTAGED (61 %), HISPANIC (65 %), TOTAL (74 %), WHITE (78 %). The following subgroups did not meet the AYP: ENGLISH LANGUAGE LEARNERS (40 %), STUDENTS WITH DISABILITIES (46 %).</p> <p>If the FY09 criterion of 65% were to be used, the following subgroups met the AYP criteria: HISPANIC (65 %), TOTAL (74 %), WHITE (78 %). The following subgroups did not meet the AYP criteria: ENGLISH LANGUAGE LEARNERS (40 %), STUDENTS WITH DISABILITIES (46 %), ECONOMICALLY DISADVANTAGED (61 %)</p> <p>Based on students included in FY08 school grading, 80% scored at 3 or higher in FCAT reading while 65% of the students gained in reading. Of the lowest 25% of the students, 63% gained in reading.</p>
<p><b>*Objective:</b></p>	<p>By the end of the 08/09 school year, 83% of all graded students will demonstrate grade level reading skill proficiency by scoring at Level 3 or above on the Reading portion of the FCAT. At least 68% of all students will demonstrate a one year gain in reading proficiency on the Reading portion of the FCAT. Additionally, 66% of those students identified in the lowest quartile demonstrating similar learning needs will show a one year gain in reading proficiency on the Reading portion of the FCAT.</p>
<p><b>*Strategies:</b></p>	<ul style="list-style-type: none"> <li>* Student reading placement based on testing data</li> <li>* Six Steps for Teaching New Vocabulary</li> <li>* Summarizing and Note-taking</li> <li>* Higher order thinking skill development</li> <li>* Differentiated instruction</li> <li>* Utilization of reading focus calendar</li> <li>* Integrated comprehensive reading instruction</li> <li>* Utilization of McRel strategies</li> <li>* Utilization of CRISS strategies</li> <li>* Utilization of CCPS teaching tips</li> <li>* PLC's meet by grade level teams to discuss targeted student positive progression and effective strategies</li> <li>* Sheltered ELL classes for ELL students as can be scheduled</li> </ul>
<p><b>*Evaluation:</b></p>	<ul style="list-style-type: none"> <li>* Yearly FCAT assessment</li> <li>* AGS GRADE diagnostic assessment</li> <li>* Embedded curricular assessments</li> </ul>

	<ul style="list-style-type: none"> <li>* SRI testing (3 times per year)</li> <li>* Progress monitoring assessments for level 1 and 2 students</li> <li>* Quarterly Benchmark assessments</li> <li>* Classroom assessments</li> </ul>
<b>*Evidence-based Program(s):</b>	<ul style="list-style-type: none"> <li>* Language!</li> <li>* Daybook of Critical Reading and Writing</li> <li>* FCAT Explorer</li> <li>* Read 180</li> <li>* Springboard</li> <li>* Junior Great Books</li> <li>* McRel</li> <li>* CRISS</li> <li>* Holt Elements of Literature</li> <li>* Glencoe: Earth Science, Life Science, Physical Science</li> <li>* Glencoe: World and It's People series</li> <li>* Glencoe: American Republic to 1877</li> </ul>
<b>*Professional Development:</b>	<ul style="list-style-type: none"> <li>* District based CRISS training</li> <li>* District based McRel training</li> <li>* District based training for: Language!, Daybook of Critical Reading and Writing, FCAT Explorer, Read 180, and Springboard</li> <li>* School based training for: Building Background Knowledge (Marzano), Classroom Instruction That Works (Marzano), CCPS Data Warehouse, and Junior Great Books</li> </ul>

**Goal: Mathematics**

<b>*Needs Assessment:</b>	<p>MATH</p> <p>Based on the FY08 FCAT math and alternative assessments, the following subgroups met the AYP criteria: ECONOMICALLY DISADVANTAGED (63 %), HISPANIC (68 %), TOTAL (79 %), WHITE (83 %). The following subgroups did not meet the AYP: ENGLISH LANGUAGE LEARNERS (49 %), STUDENTS WITH DISABILITIES (48 %)</p> <p>If the FY09 criterion of 68% were to be used, the following subgroups met the AYP criteria: HISPANIC (68 %), TOTAL (79 %), WHITE (83 %). The following subgroups did not meet the AYP criteria: STUDENTS WITH DISABILITIES (48 %), ENGLISH LANGUAGE LEARNERS (49 %), ECONOMICALLY DISADVANTAGED (63 %)</p> <p>Based on students included in FY08 school grading, 84% scored at 3 or higher in math while 79% of the students gained in math. Of the lowest 25% of the students, 71% gained in math</p>
---------------------------	---

<p><b>*Objective:</b></p>	<p>By the end of the 08/09 school year, 87% of all graded students will demonstrate grade level mathematics skill proficiency by scoring at Level 3 or above on the Mathematics portion of the FCAT. At least 82% of all students will demonstrate a one year gain in Mathematics proficiency on the Mathematics portion of the FCAT. Additionally, 74% of those students identified in the lowest quartile demonstrating similar learning needs will show a one year gain in Mathematics skill proficiency on the Mathematics portion of the FCAT.</p>
<p><b>*Strategies:</b></p>	<ul style="list-style-type: none"> <li>* Standards based lessons for student to practice mastery of knowledge</li> <li>* Early identification of low performing students</li> <li>* Regular tutorials designed to assist low performing students (ELO)</li> <li>* Administer and analyze quarterly District benchmark assessments to determine skill levels</li> <li>* As part of PLC procedures teachers will implement appropriate instructional strategies to intervene for students not demonstrating skill development</li> <li>* Six Steps for Teaching New Vocabulary</li> <li>* Higher order thinking skill development</li> <li>* Differentiated instruction</li> <li>* Utilization of reading focus calendar</li> <li>* Utilization of McRel strategies</li> <li>* Utilization of CRISS strategies</li> </ul>
<p><b>*Evaluation:</b></p>	<ul style="list-style-type: none"> <li>* Yearly FCAT assessment</li> <li>* Quarterly District benchmark assessments</li> <li>* On-going classroom assessments based on instruction and student skills</li> </ul>
<p><b>*Evidence-based Program(s):</b></p>	<ul style="list-style-type: none"> <li>* District adopted textbooks and supplemental resources:  Glencoe: Mathematics: Applications and Concepts (courses 1,2,and 3)  Glencoe: MathMatters (Book 1 and 2)  McDougal/Littell: Passport to Algebra and Geometry  McDougal/Littell: Algebra Structure and Method (Book 1)</li> <li>* District endorsed programs: Destination Math, The Neufeld Math, and FCAT Explorer</li> <li>* McRel</li> <li>* CRISS</li> </ul>
<p><b>*Professional Development:</b></p>	<ul style="list-style-type: none"> <li>* District Neufeld Math training</li> <li>* District Algebra training</li> <li>* FCAT Question Analysis training</li> <li>* Building Background Knowledge (Marzano)</li> </ul>

## Goal: Writing

<b>*Needs Assessment:</b>	WRITING  Based on the FY08 FCAT writing 97% scored at 3 or above and improved by 1% compared to last school year. For school grading, 97% scored at the average of 3 or higher and 3.5 or higher in writing.
<b>*Objective:</b>	A score of 3.5 or better will be achieved by at least 98% of the eligible eighth grade students on the writing portion of the FCAT.
<b>*Strategies:</b>	<ul style="list-style-type: none"><li>* Writing skills to be applied across the curriculum in all subject areas.</li><li>* Test item design will incorporate short and extended answers.</li><li>* Standards based lessons in writing</li><li>* Instruction in writing as a process (prewriting, drafting, responding, revising, editing, and publishing)</li><li>* Use of graphic organizers</li><li>* Use of district and assignment specific rubrics</li><li>* CRISS writing strategies</li><li>* McRel writing strategies</li><li>* Marzano vocabulary instruction</li><li>* Write Traits lessons on idea, organization, voice, word choice, sentence fluency, and language conventions</li><li>* Grade level vocabulary development</li><li>* Jeff Anderson lessons on grammar, usage, and mechanics</li><li>* Springboard writing strategies</li><li>* Use of on-line skills tutorials</li><li>* Prelaureate instruction in writing a research paper</li></ul>
<b>*Evaluation:</b>	<ul style="list-style-type: none"><li>* Eighth grade yearly FCAT assessment</li><li>* Sixth and seventh grade yearly FCAT assessment</li><li>* Specific writing prompt practice as classroom assessments</li><li>* Embedded curricular assessments</li><li>* Various written essays and projects in classrooms</li></ul>
<b>*Evidence-based Program(s):</b>	<ul style="list-style-type: none"><li>* Utilization of Writes Traits curriculum</li><li>* Utilization of CRISS instruction</li><li>* Utilization of McRel instruction</li><li>* College Board Springboard: English Textual Power</li><li>* Great Books: Junior Great Books curriculum</li><li>* Holt: Elements of Literature</li><li>* Prentice Hall: Writing and Grammar-Communication in Action(cooper, bronze, silver)</li><li>* Write Traits Writing Instruction</li></ul>

	<ul style="list-style-type: none"> <li>* Skills Tutor online Tutorial</li> </ul>
<p><b>*Professional Development:</b></p>	<ul style="list-style-type: none"> <li>* CCPS: CRISS training</li> <li>* CCPS: McRel training</li> <li>* CCPS: Springboard, Junior Great Books, Write Traits, Skills Tutor Online tutorial, Daybook of Critical Reading and Writing, and Language! trainings</li> <li>* School-based: Implementing strategies from Classroom Instruction that Works by Marzano, Collier Writes training, CCPS Data Warehouse, developing SMART Goals, and Six Steps of Effective Vocabulary Instruction by Marzano</li> </ul>
<p><b>Goal: Science</b></p>	
<p><b>*Needs Assessment:</b></p>	<p>In the FY07 school year 51% of eligible eight grade students scored at 3.0 or better on the science portion of the FCAT. In the FY08 school year 59% of eligible students scored at 3.0 or better on the science portion of the FCAT.</p>
<p><b>*Objective:</b></p>	<p>In FY09, 62% of eligible eighth grade students will score at 3.0 or better on the science portion of the FCAT.</p>
<p><b>*Strategies:</b></p>	<ul style="list-style-type: none"> <li>* Six Steps for Teaching New Vocabulary (Marzano)</li> <li>* Use of both the 5th and 8th grade FCAT Explorer programs</li> <li>* Use of the Reading Essentials workbook in accompaniment to the Glencoe Textbook series adopted by the county</li> <li>* Mastering the FCAT workbook in all grades</li> <li>* Use of the FCAT transparencies as start-ups in all grades</li> <li>* Inquiry based learning with cognitive complexity in laboratory in all grades</li> <li>* Cooperative learning/differentiated learning strategies in all grades</li> <li>* Co-planning across grade level for teachers</li> <li>* Curriculum guides based on Big Ideas from the state/district</li> <li>* Utilization of McRel strategies</li> <li>* Utilization of reading focus calendar</li> <li>* Utilization of CRISS strategies</li> <li>* Higher order thinking skill development</li> </ul>
<p><b>*Evaluation:</b></p>	<ul style="list-style-type: none"> <li>* CCPS computer pre and post test</li> <li>* Laboratory reports from experiments using Vernier Probeware, standard laboratory equipment, and Virtual Lab programs (Glencoe)</li> <li>* Quarterly benchmark testing for all grades</li> <li>* Same chapter/topic/unit testing across the grade levels</li> <li>* Projects to include short/long term, in-class/independent that support real life connections to the Big Ideas</li> <li>* Science Fair option for all students</li> </ul>

<p><b>*Evidence-based Program(s):</b></p>	<ul style="list-style-type: none"> <li>* Glencoe Earth Science, Life Science, Physical Science</li> <li>* Glencoe textbook websites-offer self check evaluations, practice, and tutoring programs</li> <li>* FCAT Explorer reports</li> <li>* Brain-pop quizzes</li> <li>* Pre and Post test data reports from the Data Warehouse program</li> <li>* Science FCAT scores from grade 5 in the Data Warehouse program</li> <li>* Glencoe Exam-view assessments</li> <li>* Use of item analysis Scantron for evaluation of testing process</li> </ul>
<p><b>*Professional Development:</b></p>	<ul style="list-style-type: none"> <li>* Continuing education at the post baccalaureate level for several department members</li> <li>* Rookery Bay Summer Institute</li> <li>* Curriculum writing at various grade levels for the county</li> <li>* Vernier Probeware training</li> <li>* Marzano training</li> <li>* Participation in grant programs (writing and receiving)</li> <li>* Training for Angel program</li> </ul>
<p><b>*Non-Highly Qualified Instructors:</b></p>	

## Goal: Parental Involvement

<p><b>*Needs Assessment:</b></p>	<p>School Advisory Council participation is currently at an ideal level. Pine Ridge Middle School has a very active PTO. Parents are involved in fund-raising for Teacher Wish Lists, chaperoning for field trips and special activities.</p>
<p><b>*Objective:</b></p>	<p>PRMS will maintain support of ideal parental involvement.</p>
<p><b>*Strategies:</b></p>	<p>Parents are members of the School Advisory Council. Parents direct/suggest ideas regarding the PRMS Uniform Dress Policy. Parent newsletters are posted on the PRMS website bi-monthly. The PRMS website is updated on a regular basis. School-to-Parent phone calls are completed on a as needed basis via an automated out-dialing computer system. Parents are encouraged to monitor grades on the district grade book program. Individual teachers communicate with parents and vice-versa via the student planner/agenda as well as through Eboard and general email.</p>
<p><b>*Evaluation:</b></p>	<ul style="list-style-type: none"> <li>* SAC meeting minutes</li> <li>* PTO meeting minutes</li> </ul>

<b>*Evidence-based Program(s):</b>	* SAC procedures * PTO procedures
<b>*Professional Development:</b>	* District and State SAC training

## ADDITIONAL GOALS

<b>Additional Goal: ELL AMAO 1</b>	
<b>Needs Assessment:</b>	ELL AMAO 1 Pine Ridge Middle School has an incoming population of non English speaking students who may potentially be identified as ELL students eligible.
<b>Objective:</b>	AMAO 1, Objective # 1: Pine Ridge Middle School will identify all potential ELL students through the Home Language Survey questions upon registration (within twenty school days of the registration date) as measured by the monthly TERMS report.
<b>Strategies:</b>	AMAO 1, Objective # 1: STRATEGIES * All students complete the Home Language Survey upon registration * Students whose Home Language Survey responses indicate classification as a English Language Learner will be identified for further assessment (see AMAO 1, Objective #2) in order to place students into appropriate ELL program based upon individual needs.
<b>Evaluation:</b>	AMAO 1, Objective # 1: EVALUATION *Students identified for Home Language Survey based on new registration in the monthly TERMS report * Students will be identified for follow up assessments (see AMAO 1, Objective 2) through the responses to the Home Language Survey questions.
<b>Evidence-based Program(s):</b>	AMAO 1, Objective # 1: EVIDENCE BASED PROGRAMS Home Language Survey questions developed through research of instruments approved for use in public schools based on historical implementation and results indicating reliability and validity.
<b>Professional Development:</b>	AMAO 1, Objective # 1: PROFESSIONAL DEVELOPMENT Appropriate personnel are trained in the use of the Home Language Survey and the interpretation of the responses.

<b>Objective:</b>	<p>AMAO 1, Objective #2:  Pine Ridge Middle School will assess upon registration (within 20 school days from registration date) all ELL students in grades (6-8) (including those participating in Title III) in the first two of the four language domains (listening, speaking) upon entry into the program and at the end of the second year as measured by the Bilingual Verbal Ability Test (BVAT).</p>
<b>Strategies:</b>	<p>AMAO 1, Objective #2: STRATEGIES</p> <ol style="list-style-type: none"> <li>1. Assess students in grades 6-8 with BVAT and/or Stanford upon completing registration form.</li> <li>2. Place students in the appropriate ELL program, Immersion or Sheltered instruction (SIOP), based on individual needs.</li> <li>3. Progress monitor students and re-assess at the end of the academic year or sooner if necessary.</li> </ol>
<b>Evaluation:</b>	<p>AMAO 1 , Objective # 2: EVALUATION  Will be measured by measured by the Bilingual Verbal Ability Test (BVAT). The target score for passing BVAT is 82/90. The school staff will assess all ELL students in grades (3-5) (including those participating in Title III) additionally in the language domains of reading and writing within one year of entering the program as measured by the Abbreviated Stanford test. The target is 33 percentile or above in both reading and writing domains</p>
<b>Evidence-based Program(s):</b>	<p>AMAO 1, Objective # 2: EVIDENCE BASED PROGRAMS  BVAT is a researched-based assessment tool for determining the conversational and academic English language capacity of English Language Learners.</p>
<b>Professional Development:</b>	<p>AMAO 1, Objective # 2: PROFESSIONAL DEVELOPMENT Pine Ridge Middle School's appropriate personnel receive training on how to administer the BVAT and interpret the results.</p>
<b>Additional Goal: ELL AMAO 2</b>	
<b>Needs Assessment:</b>	<p>ELL AMAO 2: NEEDS ASSESSMENT  Pine Ridge Middle School has four limited English speaking students who qualify for the ELL program. These children present a challenge to teachers and administrators and therefore will be provided with the necessary interventions to address their language and academic needs.</p>
<b>Objective:</b>	<p>AMAO 2, Objective #3:  Pine Ridge Middle School will establish a plan of action which includes targets toward meeting set measurable goals to progress monitor and work toward meeting set targets for all ELL students including those participating in the areas of listening, speaking, reading and writing to</p>

	work toward meeting AMAO 1 (measures the extent to which ELL students served by Title III are making progress in learning English) and AMAO 2 (measures the extent to which ELL students are attaining proficiency in English) targets as measured by the reports of the annual state English Language Proficiency Standards (ELPs) assessment, and the Comprehensive English Language Learning Assessment CELLA).
<b>Strategies:</b>	<p>AMAO 2, Objective #3: STRATEGIES</p> <ol style="list-style-type: none"> <li>1. Assess students in grades 6-8 with BVAT and/or Stanford upon completing registration form.</li> <li>2. Place students in the appropriate ELL program, Immersion or Sheltered instruction (SIOP), based on individual needs.</li> <li>3. Utilize the Sunshine State Standards to drive instruction of ELL students.</li> <li>3. Progress monitor students and re-assess at the end of the academic year or sooner if necessary.</li> </ol>
<b>Evaluation:</b>	<p>AMAO 2, Objective #3: EVALUATION</p> <p>In order to monitor the extent to which these students are attaining proficiency in English, the school will utilize the BVAT, Stanford and CELLA scores. The results of these assessments will drive intervention needs. Objective #3 Will be measured by the reports of the annual state English Language Proficiency Standards (ELPs) assessment, and the Comprehensive English Language Learning Assessment CELLA).</p>
<b>Evidence-based Program(s):</b>	<p>AMAO 2, Objective #3: EVIDENCE BASED PROGRAMS</p> <p>BVAT, Stanford and CELLA are research based assessment tools for ELL students.</p> <p>SIOP is a researched-based instructional model that has proven to be effective with English Language Learners who are studying content topics while learning English.</p>
<b>Professional Development:</b>	<p>AMAO 2, Objective #3: PROFESSIONAL DEVELOPMENT</p> <p>Pine Ridge Middle School's administration attended a summer institute on differentiated instruction and SIOP model. Selected teachers attended a two week SIOP summer institute to learn how to implement the Sheltered Instruction Observation Protocol (SIOP) model at the elementary level. This is fully aligned with the goals and objectives for ELL students.</p>
<b>Additional Goal: ELL AMAO 3</b>	
<b>Needs Assessment:</b>	<p>Pine Ridge Middle School has a small cluster of ELL students in need of making adequate yearly progress. AMAO 3 measures the extent to which ELL students are making Adequate Yearly Progress (AYP) in the areas of math, reading and language arts.</p>

<p><b>Objective:</b></p>	<p>AMAO 3, Objective #4:  Pine Ridge Middle School will establish a plan of action to:  Set measurable goals, take action meet the measurable goals. monitor the progress toward meeting the measurable goals, and work toward meeting those set targets for all ELL students, including those participating in Title III program, to work toward meeting AMAO 3 (measures the extent to which ELL students served by Title III are making Adequate Yearly Progress (AYP) in reading, language arts, and mathematics) as defined by section 111(b) (2) (B) in Title I of the ESEA as measured by the Florida Comprehensive Assessment Test (FCAT) results. The target is level 3 or above on FCAT.</p>
<p><b>Strategies:</b></p>	<p>AMAO 3, Objective s #4, 5, 6, 7: STRATEGIES</p> <ol style="list-style-type: none"> <li>1. Set work toward and progress monitor student attainment of measurable goals of ELL students attaining a level 3 or higher on FCAT for Reading, Math, and Writing.</li> <li>2. Review various assessments in the areas of reading, math and language arts.</li> <li>3. Compare data from FCAT and CELLA scores in each subject area.</li> <li>4. Send letters to parents of children who do not meet AYP.</li> <li>5. Develop a plan of action and provide for intervention to address individual students' needs.</li> </ol>
<p><b>Evaluation:</b></p>	<p>AMAO 3 EVALUATION</p> <p>AMAO 3, Objective #4:  Will be as measured by the Florida Comprehensive Assessment Test (FCAT) results. The target is level 3 or above on FCAT.</p> <p>AMAO 3, Objective #5:  Will be measured by copies of letters in the students' blue folder.</p> <p>AMAO 3, Objective #6:  This will be measured by the actual copy of the improvement plan and the minutes of meetings on state technical assistance.</p> <p>AMAO 3, Objective #7:  Will be as measured by the corrective action plan submitted to the state, if necessary.</p>
<p><b>Evidence-based Program(s):</b></p>	<p>AMAO 3, Objective #4, 5, 6, 7: EVIDENCE BASED PROGRAM(S)</p> <p>The instructional model adopted for use in pursuing these goals is the SIOP. SIOP is a researched-based instructional model that has proven to be effective with English Language Learners who are studying content topics while learning English. It is designed for administrators, policy makers and teachers who would like an introduction to sheltered content instruction and for teacher educators of methodology classes.</p>
<p><b>Professional Development:</b></p>	<p>AMAO 3, Objective #4, 5, 6, 7: PROFESSIONAL DEVELOPMENT</p> <p>PINE RIDGE MIDDLE School's administration attended a summer institute on differentiated instruction and SIOP model. Selected teachers in content areas of math, science and social studies will attend a three day SIOP</p>

	<p>institute to learn how to implement the Sheltered Instruction Observation Protocol (SIOP) model at the elementary level. This is fully aligned with the goals and objectives for ELL students.</p> <p>Additionally, the school administration has extensive professional development and training in data analysis, goal setting, school improvement planning and instructional leadership.</p>
<b>Objective:</b>	<p>AMAO 3, Objective #5: Pine Ridge Middle School's designated personnel will notify parents of ELL students participating in language education instruction programs funded under Title III, if the individual student DOES NOT meet one or more of the three AMAO targets based on CELLA scores as indicated by copies of letters in the students' blue folder.</p>
<b>Strategies:</b>	<p>AMAO 3, Objective s #4, 5, 6, 7: STRATEGIES</p> <ol style="list-style-type: none"> <li>1. Set work toward and progress monitor student attainment of measurable goals of ELL students attaining a level 3 or higher on FCAT for Reading, Math, and Writing.</li> <li>2. Review various assessments in the areas of reading, math and language arts.</li> <li>3. Compare data from FCAT and CELLA scores in each subject area.</li> <li>4. Send letters to parents of children who do not meet AYP.</li> <li>5. Develop a plan of action and provide for intervention to address individual students' needs.</li> </ol>
<b>Evaluation:</b>	<p>AMAO 3 EVALUATION</p> <p>AMAO 3, Objective #4: Will be as measured by the Florida Comprehensive Assessment Test (FCAT) results. The target is level 3 or above on FCAT.</p> <p>AMAO 3, Objective #5: Will be measured by copies of letters in the students' blue folder.</p> <p>AMAO 3, Objective #6: This will be measured by the actual copy of the improvement plan and the minutes of meetings on state technical assistance.</p> <p>AMAO 3, Objective #7: Will be as measured by the corrective action plan submitted to the state, if necessary.</p>
<b>Evidence-based Program(s):</b>	<p>AMAO 3, Objective #4, 5, 6, 7: EVIDENCE BASED PROGRAM(S)</p> <p>The instructional model adopted for use in pursuing these goals is the SIOP. SIOP is a researched-based instructional model that has proven to be effective with English Language Learners who are studying content topics while learning English. It is designed for administrators, policy makers and teachers who would like an introduction to sheltered content instruction and for teacher educators of methodology classes.</p>
<b>Professional Development:</b>	<p>AMAO 3, Objective #4, 5, 6, 7: PROFESSIONAL DEVELOPMENT</p> <p>Pine Ridge Middle School's administration attended a summer institute on differentiated instruction and SIOP model. Selected teachers in content</p>

	<p>areas of math, science and social studies will attend a three day SIOP institute to learn how to implement the Sheltered Instruction Observation Protocol (SIOP) model at the elementary level. This is fully aligned with the goals and objectives for ELL students.</p> <p>Additionally, the school administration has extensive professional development and training in data analysis, goal setting, school improvement planning and instructional leadership.</p>
<b>Objective:</b>	<p>AMAO 3, Objective #6:</p> <p>At the end of two consecutive years of failing to meet the state AMAO targets, the school principal and district designated personnel will submit an improvement plan to the state by state established timeline. (The state is required to provide technical assistance in the development of the plan.)</p>
<b>Strategies:</b>	<p>AMAO 3, Objective s #4, 5, 6, 7: STRATEGIES</p> <ol style="list-style-type: none"> <li>1. Set work toward and progress monitor student attainment of measurable goals of ELL students attaining a level 3 or higher on FCAT for Reading, Math, and Writing.</li> <li>2. Review various assessments in the areas of reading, math and language arts.</li> <li>3. Compare data from FCAT and CELLA scores in each subject area.</li> <li>4. Send letters to parents of children who do not meet AYP.</li> <li>5. Develop a plan of action and provide for intervention to address individual students' needs.</li> </ol>
<b>Evaluation:</b>	<p>AMAO 3 EVALUATION</p> <p>AMAO 3, Objective #4: Will be as measured by the Florida Comprehensive Assessment Test (FCAT) results. The target is level 3 or above on FCAT.</p> <p>AMAO 3, Objective #5: Will be measured by copies of letters in the students' blue folder.</p> <p>AMAO 3, Objective #6: This will be measured by the actual copy of the improvement plan and the minutes of meetings on state technical assistance.</p> <p>AMAO 3, Objective #7: Will be as measured by the corrective action plan submitted to the state, if necessary.</p>
<b>Evidence-based Program(s):</b>	<p>AMAO 3, Objective #4, 5, 6, 7: EVIDENCE BASED PROGRAM(S)</p> <p>The instructional model adopted for use in pursuing these goals is the SIOP. SIOP is a researched-based instructional model that has proven to be effective with English Language Learners who are studying content topics while learning English. It is designed for administrators, policy makers and teachers who would like an introduction to sheltered content instruction and for teacher educators of methodology classes.</p>
<b>Professional</b>	<p>AMAO 3, Objective #4, 5, 6, 7: PROFESSIONAL DEVELOPMENT</p> <p>Pine Ridge Middle School's administration attended a summer institute on</p>

<b>Development:</b>	<p>differentiated instruction and SIOP model. Selected teachers in content areas of math, science and social studies will attend a three day SIOP institute to learn how to implement the Sheltered Instruction Observation Protocol (SIOP) model at the elementary level. This is fully aligned with the goals and objectives for ELL students.</p> <p>Additionally, the school administration has extensive professional development and training in data analysis, goal setting, school improvement planning and instructional leadership.</p>
<b>Objective:</b>	<p>AMAO 3, Objective #7: At the end of four consecutive years failing to meet the state's AMAO targets, the school principal and district designated personnel will undertake corrective action as measured by the corrective action plan submitted to the state.</p>
<b>Strategies:</b>	<p>AMAO 3, Objective s #4, 5, 6, 7: STRATEGIES</p> <ol style="list-style-type: none"> <li>1. Set work toward and progress monitor student attainment of measurable goals of ELL students attaining a level 3 or higher on FCAT for Reading, Math, and Writing.</li> <li>2. Review various assessments in the areas of reading, math and language arts.</li> <li>3. Compare data from FCAT and CELLA scores in each subject area.</li> <li>4. Send letters to parents of children who do not meet AYP.</li> <li>5. Develop a plan of action and provide for intervention to address individual students' needs.</li> </ol>
<b>Evaluation:</b>	<p>AMAO 3 EVALUATION</p> <p>AMAO 3, Objective #4: Will be as measured by the Florida Comprehensive Assessment Test (FCAT) results. The target is level 3 or above on FCAT.</p> <p>AMAO 3, Objective #5: Will be measured by copies of letters in the students' blue folder.</p> <p>AMAO 3, Objective #6: This will be measured by the actual copy of the improvement plan and the minutes of meetings on state technical assistance.</p> <p>AMAO 3, Objective #7: Will be as measured by the corrective action plan submitted to the state, if necessary</p>
<b>Evidence-based Program(s):</b>	<p>AMAO 3, Objective #4, 5, 6, 7: EVIDENCE BASED PROGRAM(S)</p> <p>The instructional model adopted for use in pursuing these goals is the SIOP. SIOP is a researched-based instructional model that has proven to be effective with English Language Learners who are studying content topics while learning English. It is designed for administrators, policy makers and teachers who would like an introduction to sheltered content instruction and for teacher educators of methodology classes.</p>
<b>Professional</b>	<p>AMAO 3, Objective #4, 5, 6, 7: PROFESSIONAL DEVELOPMENT</p> <p>Pine Ridge Middle School's administration attended a summer institute on</p>

<b>Development:</b>	<p>differentiated instruction and SIOP model. Selected teachers in content areas of math, science and social studies will attend a three day SIOP institute to learn how to implement the Sheltered Instruction Observation Protocol (SIOP) model at the elementary level. This is fully aligned with the goals and objectives for ELL students.</p> <p>Additionally, the school administration has extensive professional development and training in data analysis, goal setting, school improvement planning and instructional leadership.</p>
---------------------	---

**Additional Goal: Safe Learning Environment**

<b>Needs Assessment:</b>	<p>Pine Ridge Middle School has experienced a steady decline in discipline referrals over the past two years (06/07 = 576, 07/08 = 450), a decrease of 22%. In order to maintain this steady decline a school based decision was made to incorporate the Positive Behavior Support system to assist in decreasing disruptive behavior and increasing student time in the classroom. FY09 is the first year of data tracking and this base year will allow for future needs assessment.</p>
--------------------------	--

<b>Objective:</b>	<p>Increase student time in class by decreasing disruptive/off-task behavior as evidenced by a 5% decrease in referral rates.</p>
-------------------	---

<b>Strategies:</b>	<ul style="list-style-type: none"> <li>* School wide Positive Behavior Support (PBS)</li> <li>* Introduction of PBS to staff and students</li> <li>* Development of school wide token system</li> <li>* Procuring positive reinforcements through PTO and community resources</li> <li>* Development of school special reward activities for students</li> <li>* Staff training on teaching more appropriate "good learner" behaviors</li> </ul>
--------------------	--

<b>Evaluation:</b>	<p>Discipline data will be collected throughout the school year regarding total referrals and related behaviors. At the conclusion of FY09, this data will be reviewed and a determination will made for any necessary changes and new implementations.</p>
--------------------	---

<b>Evidence-based Program(s):</b>	<p>The Southwest Florida Positive Behavior Support Program sponsored by the University of South Florida.</p>
-----------------------------------	--

<b>Professional Development:</b>	<p>Staff training occurring yearly to maintain the basic principles of positive behavior support.</p>
----------------------------------	---

# SCHOOL ADVISORY COUNCIL

## School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

### SAC Involvement

- \* Conducts monthly meetings open to the public
- \* Contributes to the construction of the School Improvement Plan
- \* Approves the SIP
- \* Analyzes data
- \* Oversees and determines disbursement of SAC funding
- \* Constructs, administrates, and analyzes the School Climate Surveys
- \* Serves as an advisor to the Principal
- \* Serves as a conduit for communications from community to school

### SAC Members

<b>Members</b>
1) George Brenco, Principal
2) Mikayla Holder, Student
3) Preston Paul, Student
4) Ariel Pechokas, Teacher

5) Gary Gropper, Business Member

6) Mimi Lazo, Parent

7) Marlaina Rhea, Parent

8) Barbara Rougraff, Parent

9) Liz Wyman, Parent

10) Maria Gonzalez, School Support Personnel

11) David Mankiewicz, Assistant Principal

# AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Collier PINE RIDGE MIDDLE SCHOOL 0251																	
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)						Read: 1026		Math: 1026		2007-2008 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?			NO													
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	74	Y	79	Y			Y			NA	28	26	NA	21	21	NA	68	NA	83	NA						
WHITE	99	Y	99	Y	78	Y	83	Y			Y			NA	22	22	NA	16	17	NA	71	NA	86	NA						
BLACK		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA						
HISPANIC	99	Y	99	Y	65	Y	68	Y			Y			NA	46	35	NA	37	32	NA	59	NA	76	NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	Y	63	Y			92	Y		NA	50	39	NA	38	37	NA	57	NA	73	NA						

ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	40	N	49	N		85	N			N A	60	60	N	44	51	N		NA		NA
STUDENTS WITH DISABILITIES	99	Y	100	Y	46	N	48	N	83	71	N			N A	57	54	N	45	52	N	50	N	59	N

<b>2006-2007 Adequate Yearly Progress (AYP) Report - Page 2</b>	<b>Collier PINE RIDGE MIDDLE SCHOOL 0251</b>
---	--

Number of students enrolled in the grades tested: <a href="#">(Click here to see the number of students in each group.)</a>	Read: <b>1060</b> Math: <b>1060</b>	2006-2007 School Grade <sup>1</sup> :	A	Did the School make Adequate Yearly Progress?	YES	
--	--	---------------------------------------	---	---	-----	--

<b>This section shows the percent tested and performance for each group used to determine AYP (Parts a and c<sup>2</sup>).</b>	<b>This section shows the improvement for each group used to determine AYP via safe harbor (Part b<sup>2</sup>).</b>	<b>This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.</b>
--	--	---

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007		Y/N	2006		2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	72	Y	79	Y			Y			NA	29	28	NA	25	21	NA	57	NA	78	NA	
WHITE	99	Y	99	Y	78	Y	84	Y			Y			NA	22	22	NA	18	16	NA	58	NA	80	NA	
BLACK		NA		NA		NA		NA			NA			NA			NA	77		NA		NA		NA	
HISPANIC	99	Y	99	Y	54	Y	63	Y			Y			NA	51	46	NA	44	37	NA	53	NA	72	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA	
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	50	N	62	Y			Y			NA	57	50	Y	49	38	NA	52	NA	68	NA	
ENGLISH LANGUAGE	99	Y	99	Y	40	N	56	Y			Y			N	70	60	Y	63	44	NA	56	NA		NA	



<b>2005-2006 Adequate Yearly Progress (AYP) Report - Page 2</b>	<b>Collier PINE RIDGE MIDDLE SCHOOL 0251</b>
---	--

Number of students enrolled in the grades tested: ( <a href="#">Click here to see the number of students in each group.</a> )	<b>Read: 1066 Math: 1066</b>	2005-2006 School Grade <sup>1</sup> :	A	Did the School make Adequate Yearly Progress? <sup>5</sup>	PRO
--	--	---------------------------------------	---	--	-----

<b>This section shows the percent tested and performance for each group used to determine AYP (Parts a and c<sup>2</sup>).</b>	<b>This section shows the improvement for each group used to determine AYP via safe harbor (Part b<sup>2</sup>).</b>
--	--

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006		Y/N	2005	
TOTAL <sup>4</sup>	99	Y	99	Y	71	Y	75	Y	93		Y			NA	33	29	NA	25	25	NA
WHITE	99	Y	99	Y	78	Y	82	Y			NA			NA	26	22	NA	20	18	NA
BLACK		NA		NA		NA		NA			NA			NA			NA			NA
HISPANIC	99	Y	99	Y	49	Y	56	Y	80		NA			NA	59	51	NA	40	44	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	43	N	51	Y	78		Y			NA	56	57	N	43	49	NA
ENGLISH LANGUAGE LEARNERS	98	Y	97	Y	30	N	37	N	71		Y			NA	79	70	Y	51	63	N
STUDENTS WITH	97	Y	97	Y	40	N	44	N	76		NA			NA	61	60	N	53	56	N

DISABILITIES																			
--------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

## SCHOOL GRADE DATA

<b>Collier School District PINE RIDGE MIDDLE SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	80%	84%	97%	59%	320	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	65%	79%			144	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	63% (YES)	71% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					598	

Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

Collier School District PINE RIDGE MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	78%	83%	95%	51%	307	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	69%	82%			151	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	72% (YES)	73% (YES)			145	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					603	

Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

Collier School District PINE RIDGE MIDDLE SCHOOL 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	77%	81%	90%	248	<b>Writing:</b> Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.	
<b>% of Students Making Learning Gains</b>	68%	77%		145	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>	
<b>Adequate Progress of Lowest 25% in the School?</b>	72% (YES)			72	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .	
Points Earned				465		
Percent Tested = 99%					Percent of eligible students tested	

<b>School Grade</b>				<b>A</b>	Grade based on total points, adequate progress, and % of students tested
---------------------	--	--	--	----------	--