|  | **Charter** | **Title 1** | **Magnet** | **Choice** |
|---|---|---|---|---|
| School Type (Public Schools): | ☐ | ☑ | ☐ | ☐ |

Name of Principal:  Mr. Ryan Haas

Official School Name:  Pine Ridge Elementary School

School Mailing Address:     4613 S. Pine Ridge Road

Birdseye, IN 47513-9745

County:  Dubois          State School Code Number*:   1563

Telephone:   (812) 326-2324          E-mail:  ryan.haas@sedubois.k12.in.us

Fax:  (812) 326-2016          Web site/URL:   http://www.sedubois.k12.in.us/schools/pine-ridge-elementary

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*: Mr. Richard Allen    Superintendent e-mail: rick.allen@sedubois.k12.in.us

District Name: Southeast Dubois Consolidated School Corporation    District Phone:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Kent Ubelhor

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____

(School Board President's/Chairperson's Signature)

*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

# PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12.  (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT**

1. Number of schools in the district     3  Elementary schools (includes K-8)

    1  Middle/Junior high schools

    1  High schools

    0  K-12 schools

    5  Total schools in district

2. District per-pupil expenditure:    9700

**SCHOOL (To be completed by all schools)**

3. Category that best describes the area where the school is located:  Rural

4. Number of years the principal has been in her/his position at this school:    2

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-------|-----------|-------------|-------------|
| PreK | 12 | 8 | 20 |
| K | 21 | 21 | 42 |
| 1 | 17 | 14 | 31 |
| 2 | 19 | 19 | 38 |
| 3 | 23 | 28 | 51 |
| 4 | 21 | 18 | 39 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| **Total in Applying School:** | | | 221 |

6. Racial/ethnic composition of the school:

|       |                                           |
|-------|-------------------------------------------|
| 0 %   | American Indian or Alaska Native          |
| 0 %   | Asian                                     |
| 1 %   | Black or African American                 |
| 2 %   | Hispanic or Latino                        |
| 0 %   | Native Hawaiian or Other Pacific Islander |
| 96 %  | White                                     |
| 1 %   | Two or more races                         |
| 100 % | Total                                     |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year:      3%

   This rate is calculated using the grid below.  The answer to (6) is the mobility rate.

| Step | Description | Value |
|------|-------------|-------|
| **(1)** | Number of students who transferred *to* the school after October 1, 2011 until the end of the school year. | 7 |
| **(2)** | Number of students who transferred *from* the school after October 1, 2011 until the end of the school year. | 0 |
| **(3)** | Total of all transferred students [sum of rows (1) and (2)]. | 7 |
| **(4)** | Total number of students in the school as of October 1, 2011 | 221 |
| **(5)** | Total transferred students in row (3) divided by total students in row (4). | 0.03 |
| **(6)** | Amount in row (5) multiplied by 100. | 3 |

8. Percent of English Language Learners in the school:      1%

   Total number of ELL students in the school:      1

   Number of non-English languages represented:      1

   Specify non-English languages:

   Spanish

9. Percent of students eligible for free/reduced-priced meals: __34%__

   Total number of students who qualify: __70__

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: __13%__

   Total number of students served: __27__

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | | | |
|---|---|---|---|
| 2 | Autism | 0 | Orthopedic Impairment |
| 0 | Deafness | 5 | Other Health Impaired |
| 0 | Deaf-Blindness | 9 | Specific Learning Disability |
| 0 | Emotional Disturbance | 10 | Speech or Language Impairment |
| 0 | Hearing Impairment | 1 | Traumatic Brain Injury |
| 0 | Mental Retardation | 0 | Visual Impairment Including Blindness |
| 0 | Multiple Disabilities | 0 | Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | **Full-Time** | **Part-Time** |
|---|---|---|
| Administrator(s) | 1 | 0 |
| Classroom teachers | 11 | 1 |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | 5 | 2 |
| Paraprofessionals | 0 | 9 |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | 1 | 8 |
| Total number | 18 | 20 |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: __19:1__

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|---|---|---|---|---|
| Daily student attendance | 98% | 98% | 98% | 98% | 98% |
| High school graduation rate | % | % | % | % | % |

14. **For schools ending in grade 12 (high schools):**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

    Graduating class size: _____

    | | |
    |---|---|
    | Enrolled in a 4-year college or university | % |
    | Enrolled in a community college | % |
    | Enrolled in vocational training | % |
    | Found employment | % |
    | Military service | % |
    | Other | % |
    | **Total** | **0**% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ⦿ No

    ▢ Yes

    If yes, what was the year of the award?

# PART III - SUMMARY

Pine Ridge Elementary School, in partnership with our families and surrounding communities, is committed to providing an environment that will guide students to become life-long learners and valuable members of society. We believe that all students can reach their maximum potential when provided an educational atmosphere that is inviting, challenging, and secure. Together with staff, students, parents, and community, we are building academic and social foundations that will last a lifetime.

Pine Ridge Elementary, whose name was derived from its location set atop a ridge surrounded by pine trees, is located in Southern Indiana, in beautiful Dubois County. Our rural setting brings together students from several small communities in the area: Birdseye, Schnellville, St. Anthony, Kyana, and Mentor. We are one of the three elementary schools in the Southeast Dubois County School Corporation which feed into Forest Park Junior/Senior High School in Ferdinand.

Our building, which was constructed in 1976, has been reconfigured several times to fit educational needs. Our current configuration consists of 11 self-contained classrooms complimented by a resource room, art and music facilities, a media center, two computer labs, a speech area, a sensory motor room, pre-school, high ability, and Title I rooms, several areas for differentiated instruction, a time-out space, and a cafetorium. We currently house pre-kindergarten through fourth grade levels. We serve 223 students and have the highest percentage of children receiving free and reduced lunch assistance in our district at 34%.

Pine Ridge's staff consists of one administrator and an administrative assistant. Thirteen highly effective teachers, work closely with eight teacher assistants, four of whom are licensed teachers, to promote student learning. In addition, we have two media specialists, Title I teacher, Art teacher, and a music teacher. Our students' learning is also enhanced by one home-school counselor and a nurse. A speech and language pathologist works with special needs students in a resource room. Student dietary needs are met through our three kitchen staff, and our building is kept clean by a maintenance person and two additional custodial staff.

We at Pine Ridge feel that our many positive traditions are tied to community. Our children and their parents are sympathetic to the plight of others. They show empathy to needs that arise due to various circumstances and have sponsored many philanthropic endeavors. We have been recognized as a Riley School. American Heart Association has also acknowledged us for our participation in the Jump Rope for Heart program. From Jar Wars to food drives to Toys for Tots, our school community is always ready to lend a helping hand.
Other positive traditions at Pine Ridge Elementary include: Student recognition programs for outstanding achievement, attitude, and attendance, fall and spring carnivals, as well as musical programs and art displays. We also recognize our students through Accelerated Ranger, Green and Gold Days, Accelerated Reader, End of the Year Count Down, Veterans Day programs, Fire Prevention Day events, Walk-a-Thon, Vision Carnival, and birthday recognition activities.

Parental support is a key factor to our academic success. Parents and grandparents volunteer on a weekly basis to assist with classroom activities and special event planning. We have nearly 100% participation in parent-teacher conferences. This active parental involvement leads to a close-knit parent faculty relationship.
Pine Ridge Elementary is committed to excellence in communication. We demonstrate this through weekly newsletters from individual homerooms, monthly newsletters from the principal, communication via email from the office, Phone Reach, Harmony, phone calls, websites, and handwritten notes.

An essential part of Pine Ridge's success can be attributed to our rigorous curriculum. We individually and cooperatively set high student expectations. Our school day schedule is highly structured, and each teacher has established consistent classroom procedures for effective and positive classroom management to maximum student learning. We are constantly striving to improve.

A committee, designed to establish a common collaborative planning time, developed a schedule which permits time each week for teachers to meet for coordination of curriculum. This common time has encouraged teachers to discuss student needs, test results, RtI, vocabulary development, and instructional strategies, as well as, collaborate across grade level needs.

Pine Ridge takes pride in the fact that our test scores have continued to consistently improve. They have earned us the ranking of Exemplary School and an "A" ranking among fellow schools in Indiana. Over the last 5 years our student attendance rates have averaged 98%.

Pine Ridge is proud of the positive environment we've facilitated throughout the years. We have a caring and devoted staff and hardworking students. The picturesque setting invites visitors to enjoy the surrounding nature. The clean environment lends itself to a friendly, safe and learning atmosphere. Many visitors often remark how welcome and comfortable they feel when they are in our building.

# PART IV - INDICATORS OF ACADEMIC SUCCESS

**1. Assessment Results:**

Established in 1987, the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) is the standardized assessment in which Indiana public school students participate annually. Districts administer the test yearly to all students in Grades 3 – 8. The purpose of the mandatory *ISTEP+* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science (Grades 4 and 6 only), and Social Studies (Grades 5 and 7 only). In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. An Applied Skills Assessment and a Multiple-Choice Assessment, which are required components of the ISTEP+ program, are used to measure these standards. Cut scores are set for each grade level in each subject tested.

Students demonstrate proficiency by exceeding the pre-determined cut scores. Students who exceed the cut score are determined to have reached or exceeded proficiency in the tested area. These students are ranked either "Pass" or "Pass+". Pass+ indicates a high level of proficiency as determined by an additional cut score. Students who did not meet the tested proficiency are ranked in the "Did Not Pass" category.

Upon the return of the state assessments each year, Pine Ridge Elementary teachers and the administrator meet to review the student results, specifically looking for strengths and weaknesses in instruction and learning. Researched-based strategies and proven interventions are implemented in order to ensure that the students meet the specific learning goals. This plan is supported by ongoing activities and includes an after-school program aimed at targeting skills for students who did not meet or exceed their goals. A jump start program is taught the week immediately prior to school starting in August in order to give students a head start with the learning process.

Analysis of our student data drives our instructional practices. The continuous utilization of Acuity, mClass, DIBELS, ISTEP+, and IEPs goals help provide the teachers and administrator with predictive/real-time data to immediately adjust instruction to meet each student's individual academic needs.

Pine Ridge Elementary is excited about what we have accomplished academically. The growth of our ISTEP+ scores confirms that we are on the right path. We have overcome a status of academic watch, and over the last five years our school has been recognized as an Exemplary School and earned an "A" rating by the State of Indiana. The student pass rate of all grade levels tested in Language Arts and Math on the ISTEP+ tests was higher than the State average. Over the past several years our high stakes test results have consistently shown an upward trend.

Furthermore, for the last five years a Full Day Kindergarten program has been implemented here at Pine Ridge Elementary. Nearly 100% of our students participated in this beneficial learning experience since its inception. The additional time has afforded us the opportunity to create a stronger foundation for our early learners and has been instrumental in forging a successful educational journey for each student.

In addition to our Full Day Kindergarten program, Pine Ridge Elementary has also included a Preschool program. Many want to include their children in this added educational opportunity to begin their children's education on a solid foundation; so they happily take advantage of the early beginning for their child's learning experience.

Additionally we have incorporated an after-school program which operates several times throughout the school year and is open to all students in grade three and four regardless of academic level. To raise the

knowledge and understanding of all students and create a student-centered approach to learning, educational activities are planned to meet individual needs.

In order to accommodate the needs of our students, we reorganized our entire school's master schedule to include thirty minutes of intervention time for each grade level five days per week. To utilize all instructional staff and create the best student to teacher ratio, Language Arts instruction times were staggered throughout the teaching day. This allowed for all grade levels to maximize interventions and accommodate an uninterrupted ninety minute block of Reading instruction each day. Through perseverance and dedication from teachers, students, and parents all working together, we have created a positive learning environment where students can achieve academic success.

## 2. Using Assessment Results:

Pine Ridge Elementary teachers and staff understand the importance of collecting and analyzing a variety of assessment data to facilitate students in achieving their full potential. Results from assessments such as: Acuity, MClass, DIBELS Next, ISTEP+, ISTAR, LAS Links, and IREAD play a critical role in guiding instruction, interventions, and enrichment programs. Other data teachers utilize include: Accelerated Math and Accelerated Reader Reports, as well as teacher created assessments. Together, these types of assessments provide vital data and directly affect student instructional methods.

Acuity, a quarterly online assessment, provides teachers with diagnostic data pertaining to each individual student. It demonstrates how well each student is progressing in their mastery of Indiana State Academic Standards. DIBELS Next, DAZE, TRC, Accelerated Reader and MClass are software programs designed to administer one-to-one for early literacy analysis and to formulate a plan of action. These results are communicated with parents on a regular basis.

The staff at Pine Ridge Elementary analyzes student performance data and compares it with our school, district, and state goals to determine academic direction. Focused decision making that has emerged from the analysis of test results has led to the implementation of improved professional research based practices. Reflection upon these outcomes provides a program which allows maximum academic progress for each student.

Effectiveness of the core curriculum and its impact on individual students is measured by standards-based assessments. DIBELS Next evaluates emerging early literacy, reading comprehension, oral reading fluency and retell. An important step is benchmarking each student three times per school year: Beginning, middle and end of year. These results are then evaluated to determine which students require additional assistance. We progress monitor these students at least every two weeks to determine if students are responding adequately to the intervention efforts. A wide variety of scientifically research-based reading intervention activities are utilized to address explicitly identified learning deficits. Fidelity of implementations insures optimal results for student learning.

Learners works in small groups with the Title I instructor to maximize instructional time to improve student performance. We have worked diligently to close the achievement gap for those students who are academically challenged. Many interventions have been promoted by the Title I program and provide success. Title I is another positive effort by our highly qualified staff at Pine Ridge Elementary to meet the needs of our students. We are currently the only Title I elementary school in our corporation. Our Title I instructor has a plethora of new and innovative teaching techniques which excite students about learning. Moreover, the Title I instructor works cooperatively with the classroom teachers to advance learning strategies to best meet the academic needs of each individual student.

Pine Ridge Elementary sees parents as partners in their child's educational journey. Individual student progress is reported through parent teacher conferences, student mid-term reports, and report cards which are issued four times per year. Using our Harmony computerized system parents can follow their child's

academic progress.  They also receive reports from ISTEP+ parent reports, MClass, DIBELS next, Acuity, and DAZE reports.

Students are informed of their academic performance during individual conferences with their teachers. This provides an excellent opportunity for teachers and students to discuss progress and set individual goals. We have found that students strive to meet goals when they have a personal stake in setting, plotting, and watching their progress on a regular basis.

Students who excel in their academic endeavors are recognized in newsletters, local newspapers, during awards ceremonies, and may even be recognized at school board meetings. Our Accelerated Ranger program, which recognizes students who meet or exceed reading expectations, highlights honorees at Varsity basketball games. We have found this is a motivational factor for a great number of our students as is the Accelerated Reader Chair Incentive which the Art teacher sponsors by painting themed chairs and awarding them to students who have met high qualifications.

**3.  Sharing Lessons Learned:**

Teachers from Pine Ridge Elementary School believe through sharing knowledge there is continual growth. Knowledge brings change which brings about positive results. Teachers from Pine Ridge Elementary routinely share teaching strategies within grade levels, between elementary schools in the corporation, and among neighboring schools in our area. For example, our educators have met to map curriculum with the other elementary school in our district to develop a smooth, consistent flow of education throughout grade levels.

Our teachers are involved in a variety of professional growth activities. Each teacher is a member of the Indiana Learning Connection community. Here we are able to access, exchange, and collaborate with our educational peers across the state of Indiana. Teachers at Pine Ridge Elementary are members of the Dubois Area Reading Council with several of our teachers having held positions of leadership in this organization. As a staff enrichment project we performed a book study of *Reading with Meaning* by Debbie Miller. We dissected the book in an attempt to glean new techniques and improve old ones. Our long term goal was to utilize the information in the book in an effort to grow both school-wide and individually.

Teachers at Pine Ridge Elementary are willing to share their knowledge with those individuals just beginning their journey in the field of education. Many of the highly effective staff has mentored student teachers from various universities. Our student teachers have come from the University of Southern Indiana, Vincennes University, University of Evansville, Indiana University, Oakland City University, and Indiana State University. Pine Ridge Elementary staff encourages students interested in pursuing education as a course of college study to cadet at Pine Ridge, as well. Observation is a key component to developing a well prepared teacher.

A technological approach to sharing lessons learned is the use of Face Time for the promotion of students from our Kindergarten through fourth grade building to the intermediate building. Each year the fourth grade teachers meet via Face Time with the fifth grade teachers from Cedar Crest Intermediate. In this forum teachers are able to discuss various aspects of the incoming students. This helps to ensure that the educational journey is a smooth transition and the needs of each student are met. Another positive use of Face time is the connection with students who are unable to attend school due to illness. While the child is restricted due to health limitations,  educational contact is maintained therefore allowing the child to keep abreast of educational content.

Finally, teachers serve on district teams such as curriculum, textbook adoption, high ability, technology integration, special education, safety, PTO, calendar, and library advisory in order to network and provide consistent programming throughout the district.

**4. Engaging Families and Communities:**

Pine Ridge Elementary School has implemented several approaches to communicate with parents to strengthen student success. We believe in ongoing and numerous interactions. In the fall we are fortunate to have nearly 100% attendance at Parent-Teacher conferences. The few parents who are unable to attend are contacted by the teacher either by phone or email. Teachers also make it a priority to meet with and contact parents at any time when needed to ensure all children achieve success.

Monthly newsletters are sent from the principal concerning general school wide events and activities. Classroom newsletters are sent weekly through email or hard copy for those without internet access. These vital pieces of communication contain upcoming events of importance. Newsletters from teachers include material more specific to the classroom such as: Vocabulary, spelling words, class assignments, upcoming tests and quizzes, and items concerning classroom activities. The local newspaper also publishes articles of interest so parents, grandparents and other people in the community can see the accomplishments of the students from Pine Ridge Elementary.

Philanthropic activities are another connection that parents have with the school. Each year we have food drives which benefit the local food bank. The students set a goal, and they remarkably outdo themselves by surpassing it. Through this activity they are able to see the benefit of giving to others. We also take part in Jump Rope for Heart, and students enjoy the activity of jumping rope while raising thousands of dollars for heart-research, a disease that touches almost everyone in some way. Also, several of our students have been patients at Riley's Children's Hospital, and our students have risen to the challenge to give back when given the chance making it a favorite among our list of organizations to support. We are recognized as a Riley Miracle school due to this.

Pine Ridge Elementary has established a telephone messaging system to provide parents with a multitude of announcements, including upcoming meetings, special events, lunch account balances, school closings and reminders. Likewise, each family has access to an online progress report, which is updated weekly for immediate access to both assignments and grades.

Our Parent Teacher Organization is very active. Through the PTO we are able to provide the students with many educational opportunities by raising and providing the funds to bring in performing artists, magicians, and motivational speakers. In conjunction with the PTO, we also host events such as the Fall Carnival and Movie Night. These are well-attended events that encourage families and community members to be active participants of the school.

# PART V - CURRICULUM AND INSTRUCTION

## 1. Curriculum:

Pine Ridge Elementary School curriculum adheres to the Indiana Academic Standards and Common Core Standards. The curriculum indicates what students are to learn at each grade level and has been aligned horizontally, as well as, vertically. Daily classroom schedules have been developed to provide abundant opportunity for all curricular standards to be met.

For reading, a ninety minute uninterrupted block of time has been established for each grade level. Tier one reading instruction occurs during this time. Our curriculum addresses the five main areas of reading on a daily basis: Phonemic awareness, alphabetic principles, fluency with text, vocabulary, and comprehension. Literacy stations are utilized to reinforce the skills taught within the core reading program. Teachers on all grade levels ensure that students are exposed to a variety of genres and literary texts, including not only the basal series adopted by our curriculum committee but also an assortment of trade books, periodicals, poetry, reader's theater scripts, drama, and real-life reading.

Language arts instruction includes Sitton spelling, basic grammar, sentence structure, and the use of conventions with an emphasis on six-trait writing. Writing instruction focuses on the use of voice, organizational techniques, sentence fluency, word choice, and the use of proper conventions.

We attribute much of our Math success on ISTEP+ to the utilization of the Saxon Math program. Our mathematic instruction focuses on mastery of basic math facts and problem solving which involve a constant spiraling review. Instruction focuses on the use of manipulates, systematic timed fact tests, problem-solving tasks, and a daily math meeting as important parts of our prosperous math program.

Physical education instruction is conducted by classroom teachers on a weekly basis. The ultimate goal is for each student to be able to successfully participate in the End of Year Fitness Program which recognizes those students who reach fitness levels set by the Presidential Fitness Council by completing activities such as: Running the mile, pull-ups, V-sit, push-ups, and shuttle run within certain criteria.

Technology is integrated throughout the curricular areas as a tool to enhance both learning and instructional outcomes. Each individual classroom has at least one scheduled computer lab time with most having two to allow for additional exposure to online learning. Each is equipped with Ipad, document projectors, teacher and student desktop computers, Smartboards, as well as other electronic devices.

Social studies instruction includes content related to state standards through the use of basic vocabulary, geography, map skills, and reading comprehension activities. To enrich student learning and understanding of the world around them, field trips are included in this area of study.

Science instruction is a hands-on experiment based program. Curriculum follows the state standards. We feel that students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations, and communicating their findings.

Art classes at Pine Ridge Elementary are provided weekly. The art curriculum follows state standards, parallels topics focused on during core academic instruction, and utilizes a variety of projects and activities to enhance curriculum. The artwork of students is proudly displayed throughout the hallways and on bulletin boards.   Some selected artwork is even displayed at the Krempp Art Gallery on the Vincennes University Jasper Campus. Students also participate in the Chalk Walk, an event sponsored by local businesses to encourage young artists.

Music education consists of singing, movement and rhythmic activities, instrument use, composers and music history, and theory. Community resources, such as guest performers, are utilized to inspire students. Student performances afford the opportunity to showcase their talent in a public forum. All combined these factors foster a lifelong love of the performing arts.

The media center at Pine Ridge Elementary cultivates a love of reading and provides a range of resources to support recreational, as well as, educational reading. It teaches students to become effective users of ethical print and encourages every child to develop a thirst for knowledge.

**2. Reading/English:**

The reading curriculum and instructional methods used at Pine Ridge Elementary School are aligned to the Indiana State Standards, as well as, the Common Core Standards. The core reading program implemented in all classrooms is *Harcourt*. It provides a well-balanced literacy approach at all grade levels and incorporates multiple important reading strategies to assist students in becoming proficient readers. It provides scientifically-based reading instruction in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Primary grades supplement their reading instruction with a variety of additional phonics activities. This ensures that all students receive a strong foundation in phonics upon which to build comprehensive reading skills.

Comprehension is a primary goal of reading instruction. We know students build knowledge through comprehensive discussion and cooperative learning. Students are explicitly taught crucial reading strategies: Making connections, visualizing, inferencing, and using schema. This instruction involves consistent teacher modeling of reading strategies while gradually releasing responsibility to the learner as he develops independence. Furthermore, fluency is another huge component of a strong reading program which we focus on to aid in comprehension.

Skills are delivered to the whole-class through teacher-led mini-lessons, and then either implemented independently or practiced in a small-group setting, depending on the need of the learners. This program allows the teacher to reteach fundamental skills when necessary, while challenging other students to make high-level connections with specific skill sets.

Students in Kindergarten through second grade utilize the MClass DIBELS benchmarking and the progress monitoring system to check for mastery of skills throughout the school year. K-2 teachers use this and TRC data to drive instruction and remediation. Grade 3-4 teachers utilize DAZE and Acuity data to determine instruction both in the classroom and for tier two and three interventions. Reading intervention is carried out with fidelity at Pine Ridge Elementary in 30 minute sessions five times a week. Data is revisited after progress monitoring to keep intervention groups current and to ensure that every child is receiving the needed support to become a successful reader. Students who have met benchmark criteria receive opportunities to enhance vocabulary and comprehension through a supervised silent reading time. During this time students are encouraged to take AR tests. These students also do a daily skills page consisting of a variety of strategies to keep their reading skills honed. These review skills consist of: Main idea, comprehension, inference, vowel sounds, vocabulary, cause and effect, figurative language, and summarizing. Interventionists also do these skill pages with their students during their allotted 30 minute intervention time.

**3. Mathematics:**

Pine Ridge Elementary School has utilized our corporation-adopted series Saxon Math for many years. New concepts are developed through hands-on activities and rich mathematical conversations that actively engage students in the learning process. Concepts are developed, reviewed, and practiced over time. Students move from the concrete to the pictorial to the abstract. In addition, daily mixed practice,

frequent, cumulative assessments, and opportunities for connections, and communications allow an opportunity for students to gain mastery of concepts.

Another reason for our math success is that our teachers utilize techniques necessary to guide students to conceptual understanding. Concepts are given in small chunks to hold the student's interest. The students become familiar with ideas and therefore are not intimidated by newly introduced skills. Students really look forward to math and enjoy the combination of manipulatives and paper/pencil activities in each lesson. Students must be able to apply the knowledge they have gained in real world contexts. We strive for mastery of topics and recognize that there must be a built-in review component to ensure students are maintaining learned skills and knowledge. Teachers incorporate a daily "Math Meeting" to support previous learning and a "Problem of the Day" to extend students' critical thinking and application of mathematical concepts.

All of our students have access to math manipulatives, which are regularly included as a part of their lessons along with opportunities to collaborate with classmates by means of math games and challenges. We appreciate the importance of the "why" behind math. We encourage students to describe their process and clarify their mathematical thinking, either spoken or written. It is not enough for students to simply solve a problem; we want learners to fully grasp how they arrived at their answer and why the process is just as significant as the final product.

We strongly believe that a continuous spiral of the Indiana Math State Standards along with the Common Core Standards has helped our students retain and increase math skills.

**4. Additional Curriculum Area:**

The Pine Ridge Elementary School community values the development of the "whole child," and the visual arts program allows for all children from Pre-Kindergarten through 4th grade to participate in weekly art classes of forty minutes. Art is a vital aspect of a balanced and stimulating learning experience which helps to develop critical thinking, promote self-expression, foster self-knowledge, enhance communication, and support learning that takes place in other academic areas.

The Discipline-Based Art Education (DBAE) curriculum at Pine Ridge Elementary School is a skill-based program that is interdisciplinary at its core. The program covers art history, art aesthetics, art criticism, and art production while connecting to various grade level literature, mathematics, science, and social studies units. Having an approach such as this which combines experiences from all these areas of academics only proves to strengthen a student's level of success and illustrates the importance of what they are learning school wide. In the art room, students not only create their own masterpieces but also examine the works of the others, form justified opinions, and learn why art was essential in the past and will continue to be significant for our future. To instill pride and celebrate milestones, student artwork is displayed throughout the building; in the hallways, the classrooms, and in the art room. In addition, student work is also shown in the local community, and honored at an exhibition held at the Vincennes University Jasper Campus Krempp Art Gallery. Students also participate in the Chalkwalk which is sponsored by local businesses to encourage young artists.

The visual arts program at Pine Ridge Elementary School encourages students to explore various media, tools, and art processes in a hands-on learning environment.  All students at every age level are given the responsibility to learn, create, revise, and share with one another.  The visual arts program seeks to instill within students an experience of learning that will continue to follow students from the elementary age well into adulthood.

**5. Instructional Methods:**

Staff members at Pine Ridge Elementary School are committed to the academic success of all students and firmly believe every student can achieve their goals. This is validated daily in lessons, activities, and

interventions provided by highly qualified teams of professionals. During collaboration meetings like Response to Intervention (RtI) teams and Special Education teams, instructional methods are discussed to meet the needs of students.

Differentiated and leveled materials are offered to support students at additional levels. Guided reading groups are a pivotal point in all classrooms. Lessons have sections of whole and small group instruction, peer collaborative work in addition to individualized growth opportunities through the use of centers, games, explorations, and enrichment activities. Instruction is revised to stimulate student learning and success for groups of students with varying needs. Some of these adjustments include delivery methods such as auditory, visual, and kinesthetic approaches. Staff members strive to deliver instruction by applying Bloom's Taxonomy too. Teachers use hands-on materials, manipulatives, picture stories, computer stations, iPads, games, Smartboard activities, YouTube, web-based learning, electronic student response systems, and active learning techniques.

Differentiated teaching happens on a daily basis and is used to remediate and/or extend student thinking and knowledge. The differentiating process begins with understanding and identifying the exceptional needs and abilities of each student. Teachers use a variety of assessments and assessment strategies to measure student performance.

Technology is effectively used across the core curriculums as students create projects. Microsoft Word is used for stories, poems, and communication. Math is extended and enriched through Accelerated Math and various ipad Math applications. Students complete Acuity assignments at grade level diagnosing areas of concern and enrichment. Publisher is used to create brochures, and PowerPoint is used to create adventure stories in which readers are allowed to choose their own endings.

## 6. Professional Development:

At Pine Ridge Elementary School, our professional development is centered on the creation of authentic purposes for professional learning and school improvement. All teachers participate in grade level learning teams throughout the year and meet regularly to plan for instruction. This includes collaborative lesson planning, the examination of student work, and the monitoring of student progress. Teachers often use their preparation or lunchtime to meet as grade-level teams to discuss state standards and collaborate on program ideas. All of this professional learning work is designed to help teachers support each other and maximize teaching time.

We believe that the most effective professional learning experiences for teachers are those that are self-directed, and aimed at honing teaching practices to effectively meet diverse students' needs. We find it optimal when teachers pilot improvement strategies. When this happens, the best strategies rise to the top with support and ownership from within the faculty.

Faculty meeting time is set aside for professional collaboration, in which teachers share ideas gathered from recently attended workshops, helping our staff grow as a whole. Teachers at Pine Ridge Elementary School are encouraged to continue developing their skills professionally. Workshops, seminars, webinars, teachers sharing, and school visits are offered and attended by teachers, staff, and administration. Teachers are allocated two professional days per year and, permission can be arranged if additional days are necessary. Technology training has been ongoing, based on teacher needs assessments. Summer workshops focusing on technology give teachers the opportunity to expand their skills. The Internet has allowed for further professional development with the use of webinars and video-conferencing.

Student achievement has been greatly impacted by our school's professional development program. Students and teachers use a common language to effectively communicate concepts and ideas. This has led to increased enthusiasm and performance on the part of students, especially in the areas of reading, writing, and language arts. Several teachers attended various six-trait writing workshops. Ideas

from these workshops were shared among the entire staff.  We believe that professional enrichment impacts teachers, students, and Pine Ridge Elementary as a whole.

Our journey to help students achieve academic excellence is directly tied to our commitment to professional development. We believe that if we work and learn together collaboratively, we will accomplish much more for our students than we would have ever accomplished individually.

**7. School Leadership:**

Strong, effective leadership promotes excellence in education and supports the programs and activities implemented to allow each student to achieve their potential. At Pine Ridge Elementary School a shared sense of responsibility for the growth and achievement of all students has resulted in a high level of accountability and participation among the principal, teachers, staff, parents, and students themselves. The school's goal is to create a community of learners who perform at a high level and have success as they continue on the educational journey that never ends.

All staff members are encouraged to take on leadership responsibilities by participating in committees and workshops. Teachers have the responsibility to share information gained and report back to grade-level teams or the entire staff. Implementation of new strategies occurs upon returning to the classroom.

The principal is fully invested in the school community and his leadership philosophy compels him to be highly accessible and engaged in modeling characteristics that foster a caring community of learners. He knows students by name, and participates in all parts of the school day from greeting students as they enter the building in the morning, chatting with them in lunch lines, interacting with students as they walk down the hallways, and finally wishing them a good day as they exit the building on the way to the buses in the afternoon.

Every morning our principal, Ryan Haas, leads our day with this quote: "*Remember*: *Here* a*t Pine Ridge Elementary* '*We treat people right and always do the right thing.*'"

This participation earns him respect from the students and helps to create a sense of family. He instills pride in students for their school and the building itself. Our principal is visible and accessible; faculty, parents, and students are always welcome and encouraged to share successes and concerns with him.

The principal's role as evaluator is another important aspect of leadership. The evaluation process is a collaborative relationship between evaluator and teacher which cultivates professional growth and reflective practice. The principal, through staff evaluations, is able to guide teachers toward more effective instructional practices that work to ultimately increase student achievement.

At Pine Ridge Elementary School, we feel that our approach, as a community of leaders, assures a strong educational environment. We make certain that our decisions, resources, programs, and solutions will continue to increase student learning. Pine Ridge Elementary School's principal, teachers, staff, parents, and students help achieve our vision so all students become lifelong learners and valuable members of society.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics          Grade: 3     Test: ISTEP+

Edition/Publication Year: 1997          Publisher: CTB/McGraw-Hill

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|---|---|---|---|---|
| Testing Month | Apr | Apr | Apr | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass+ and Pass | 95 | 93 | 82 | 78 | 76 |
| Pass | 61 | 48 | 65 | 70 | 53 |
| Number of students tested | 38 | 44 | 49 | 36 | 45 |
| Percent of total students tested | 93 | 98 | 100 | 100 | 100 |
| Number of students alternatively assessed | 3 | 1 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 7 | 2 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Pass+ and Pass | 89 | 85 | 59 | 78 | 74 |
| Pass | 67 | 55 | 53 | 61 | 74 |
| Number of students tested | 18 | 20 | 17 | 18 | 19 |
| **2. African American Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **5. English Language Learner Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **6.** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **NOTES:** | | | | | |

13IN9

# STATE CRITERION-REFERENCED TESTS

Subject: Reading          Grade: 3    Test: ISTEP+

Edition/Publication Year: 1997          Publisher: CTB/McGraw-Hill

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|---|---|---|---|---|
| Testing Month | Apr | Apr | Apr | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass and Pass Plus | 95 | 93 | 69 | 78 | 78 |
| Pass | 87 | 84 | 65 | 74 | 62 |
| Number of students tested | 38 | 44 | 49 | 45 | 47 |
| Percent of total students tested | 93 | 98 | 100 | 100 | 100 |
| Number of students alternatively assessed | 3 | 1 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 7 | 2 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Pass and Pass Plus | 94 | 85 | 59 | 67 | 74 |
| Pass | 94 | 80 | 53 | 67 | 74 |
| Number of students tested | 18 | 20 | 17 | 18 | 19 |
| **2. African American Students** | | | | | |
| Pass and Pass Plus | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass and Pass Plus | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass and Pass Plus | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **5. English Language Learner Students** | | | | | |
| Pass and Pass Plus | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **6.** | | | | | |
| Pass and Pass Plus | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **NOTES:** | | | | | |

13IN9

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics         Grade: 4     Test: ISTEP+

Edition/Publication Year: 1997         Publisher: CTB/McGraw-Hill

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|---|---|---|---|---|
| Testing Month | Apr | Apr | Apr | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass+ and Pass | 95 | 98 | 98 | 95 | 78 |
| Pass | 50 | 52 | 65 | 78 | 60 |
| Number of students tested | 40 | 44 | 32 | 18 | 33 |
| Percent of total students tested | 98 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 2 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Pass+ and Pass | 88 | 93 | 100 | 80 | 93 |
| Pass | 63 | 47 | 71 | 70 | 80 |
| Number of students tested | 16 | 15 | 17 | 10 | 15 |
| **2. African American Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **5. English Language Learner Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **6.** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **NOTES:** | | | | | |

13IN9

# STATE CRITERION-REFERENCED TESTS

Subject: Reading          Grade: 4     Test: ISTEP+

Edition/Publication Year: 1997      Publisher: CTB-McGraw-Hill

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|---|---|---|---|---|
| Testing Month | Apr | Apr | Apr | Sep | Sep |
| **SCHOOL SCORES** | | | | | |
| Pass+ and Pass | 98 | 75 | 94 | 73 | 72 |
| Pass | 80 | 61 | 73 | 63 | 66 |
| Number of students tested | 40 | 44 | 48 | 30 | 30 |
| Percent of total students tested | 98 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 2 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Pass+ and Pass | 85 | 67 | 94 | 80 | 67 |
| Pass | 80 | 53 | 82 | 70 | 60 |
| Number of students tested | 20 | 15 | 17 | 10 | 15 |
| **2. African American Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **5. English Language Learner Students** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **6.** | | | | | |
| Pass+ and Pass | | | | | |
| Pass | | | | | |
| Number of students tested | | | | | |
| **NOTES:** | | | | | |

13IN9