Pine Trail Elementary School

2015-16 School Improvement Plan

Pine Trail Elementary School

300 AIRPORT RD, Ormond Beach, FL 32174

http://myvolusiaschools.org/school/pinetrail/pages/default.aspx

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	52%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	20%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Through open communication and mutual respect, Pine Trail will provide a relevant and developmentally appropriate curriculum, which reinforces life skills in a nurturing environment enabling students to become lifelong learners and productive citizens.

Provide the school's vision statement

The mission of the Pine Trail Elementary School is to provide our children with educational programs of the highest value, along with related services of worth, in an environment that is healthy, happy, and orderly. The cooperative efforts of the family, the community, and the school will guarantee to every student the opportunity to develop the knowledge and values necessary to be an informed citizen.

School Environment

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

Teachers will collaborate within their grade levels on ice breaking activities designed to learn about their students. These activities will help teachers build a positive rapport with their students and will allow teachers to learn more about the student's various backgrounds. In addition to this teachers will set beginning of the year conferences with parents to address any issues or concerns.
Teachers in grades 1-5 will also be given information cards by the previous years teacher as a brief overview of the student.

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

School administrators and selected teachers monitor all school areas during the day. These teachers are assigned to various zones around campus. This visibility provides students access to adults to express any concerns that they may have. In addition to this, all teachers are to be helping with dismissal at the end of the day. This ensures that all students arrive at their destination in a timely manner.
Pine Trail's anti-bullying program allows students to report bullying at designated areas. Student's are able fill out a form reporting the offense and drop them in boxes located around campus. These reports may be anonymous and will be investigated by an administrator or school counselor.
The school counselor will conduct student groups on topics that teachers think would benefit the students. These topics will address behavior, academic, and social issues.

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

All students grade K-5 will know the essential "life-skills" that they should be using throughout the day. Staff at the school will be given "lifeskill" chips that can be given to students when they demonstrate a chosen lifeskill for the week. These chips will be collected by the classroom teacher and when they total amount of chips reach 20 that class will be rewarded with a popcorn party.

Teachers will review the code of conduct and school policies in the beginning of the year. As a faculty we will develop protocols for discipline to ensure consistency. Classroom teachers will also review the code of conduct with their students to ensure the students understand behavioral expectations.

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

The school offers the following programs:
* group/individual counseling- This counseling includes, but is not limited to, bereavement, changing families, and anger management.
* D.A.R.E- Drug Abuse Resistance Education
* anti-bullying program
* Suicide Prevention Training
Throughout the school boxes will be placed for students to report bullying. These reports will be thoroughly investigated and evidence will be collected.

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

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

N/A

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

It is important that Pine Trail builds a positive relationship with its families and communicates the school's mission. One way we accomplish this is by asking all families to fill out a climate survey in March. The school is then able to analyze this data and make adjustments to address areas of concern.
Pine Trail teachers will use remind101, classroom websites, and social media (twitter, facebook, instagram) to communicate the school's mission and to keep parents informed of their child's progress. These methods of communication, along with emails, phone calls, and conferences will allow parents to become an active participant in their child's education. In addition to this parents will be provided a password so that they can access pinnacle to monitor their child's academic progress.

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

Pine Trail works closely with it's PTA to build partnerships with the local community. The PTA reaches out to its business partnerships to obtain funds and supplies needed during the school year. In addition to this Pine Trail has a "Fall Festival" once a year where business partners and community members are able to reach out to the public.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
	Other
Harris, Tucker	Assistant Principal
O'Brien, Kenneth	Teacher, K-12
Larkin, Stephanie	Teacher, K-12
Hajdin, Stephanie	Teacher, K-12
Fisher, Tami	Principal
Wachtel, Lydia	Teacher, K-12
Yeomans, Tiffany	Teacher, K-12
Richards, Natalie	Teacher, K-12

Duties

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

The school based leadership team at Pine Trail consists of administration and select teachers from each grade level. This team serves as a liaison between administrators and teachers. The team is responsible for identifying school based needs as well as addressing grade level concerns. These

team leaders meet with their grade levels twice a week. One of these meetings is set to address concerns and to communicate the administration's vision for student achievement while the other is a PLC meeting where curriculum and best practice is discussed. Team leaders use data to drive these discussions and encourage collaboration among the group.

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

Personnel- Pine Trail has a leadership team that consists of the principal, assistant principal, and select teachers from each grade level. This team meets with the administration weekly to identify teacher/student needs and determines how to best support them. This leadership team is responsible for reviewing student data, and with the help of their grade level, developing interventions and strategies to ensure each child grows academically and socially.
Instructional resources/Curricular- During weekly PLC meetings teachers collaborate on curriculum planning, share instructional strategies, and work together to build common assessments. Grade level resources are discussed and purchased with federal, state, and local funds. Requests for classroom resources are reviewed by the team leader, SAC chair, and administration before being submitted.
SAC meets monthly, and school leadership/PLC teams meet weekly.
Problem solving activities- The school improvement plan is data driven and is designed to address the needs of all students at Pine Trail. Monthly data meetings will be held within grade levels to analyze student data and determine if adjustments should be made in the SIP goals or if instruction should be modified. Student needs and concerns will also be evaluated at these meetings and team members will discuss possible strategies that could be used to accommodate the individual student.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tami Fisher	Principal
Tucker Harris	Principal
Kenneth O'Brien	Teacher
Katherine Grindle	Teacher
Deneen Mangan	Education Support Employee
Kathy Carman	Education Support Employee
Kimberly Schandel	Teacher
Louis Colombo	Parent
Stacy Day	Parent
Erick Palacios	Parent
Carolyn Brunson	Parent
Jennifer Marinaccio	Parent
Joanna Kaney-Olivari	Parent
Renee Deising	Parent
Chrissie Kimble	Parent
April Cole	Parent
David Richmond	Parent
Katie Myers	Parent
Laura Reece	Parent
Stacy Day	Parent
Melissa Lutz	Teacher
	Student

Duties

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

Evaluation of last year's school improvement plan

In order to discuss last years school improvement plan we began by looking at how Pine Trail performed on the state and district assessments. Mrs. Fisher presented data from these assessments to SAC and discussed Pine Trail's goal. Mrs. Fisher also explained how changes to the grading system will effect school grades and how it is important for Pine Trail to provide rigorous instruction to ensure students are proficient in all academic areas.

Development of this school improvement plan

SAC was provided data by Mrs. Fisher on Pine Trail's performance on district and state assessments. As a committee we examined the data and identified areas of concern. After reviewing the data the school's main goal for the 2015-16 year was discussed. The SAC committee provided input on how this goal could be met. Throughout the year SAC will assist with monitoring Pine Trail's data and will provide input on priorities, goals, and strategies.

Preparation of the school's annual budget and plan

Pine Trail's annual budget was discussed at the first SAC meeting. Introduced into this years budget was PTA wishlist money. Updates on the school's budget are shared and reviewed at our monthly meetings.

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

School improvement funds are based on requests from teachers and staff for projects that correlate with the school goals. Each request must be submitted and the person has to appear before the SAC committee to answer any questions. Each request is then reviewed and voted on by the SAC committee for approval.
Listed below are the approved expenditures for 2014-15
* More Starfall Website $270 (Furman)
* FAEA Conference $140 (Rooy)
* FAEA Sub Allotment 2 days $171.57
* ISTE Hotel $200 (Waterman)
* ISTE Hotel $200 (Persis)
* FETC Registration $480 (Waterman/Crooke)
* Thinking Maps Training travel expense $189.84 (Breter)
* FETC Registration $240 (Hoskin)
* Math Mapping Subs $573.69 (Harris)
* FETC subs $433.81 (Waterman/Crooke)
* FETC sub $171.37 (Hoskin)
* FETC hotel $171.37 (Hoskin)
* FETC hotel $129 (Hoskin)
* Seminar registration $170 (Yeomans/Urquhart)
* Subs for pupil progression meetings $149 (Persis)

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Harris, Tucker	Assistant Principal
Yeomans, Tiffany	Teacher, K-12
Fisher, Tami	Principal
Richards, Natalie	Teacher, K-12
Wachtel, Lydia	Teacher, K-12
Larkin, Stephanie	Teacher, K-12
O'Brien, Kenneth	Teacher, K-12
Hajdin, Stephanie	Teacher, K-12
Grindle, Christine	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The teachers on the LLT are responsible for training the staff at Pine Trail on Thinking Maps and the new "Ready Reading" series. These teachers will attend workshops for these programs and then bring back the knowledge to share with the faculty. They will also serve as mentors for those teachers that are struggling in the implementation process.

Public and Collaborative Teaching

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

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

This school year Pine Trail assigned grade level leaders to facilitate collaboration among teachers. Each grade is to meet twice a week to discuss items/issues that are specific to their grade and to the school in general. The grade level leader is to act as a liaison between the teachers and the administration and will share information with their team. During PLC's the grade level leader will review data and collaboratively come up with strategies to improve instruction. Teachers will be encouraged to share successful strategies that are being used in the classroom and will create common assessments to measure the results.

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

1. Mentoring Program
2. Leadership Opportunities/ Committee Chairs/Administration
3. Professional Development/ Administration
4. PLC Activities/ PLC
5. Teacher choice for PD
6. Teacher recognition programs

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

PLC and grade level meetings provide the opportunity for new teachers to collaborate with experienced teachers in their grade levels. Trailblazer's in each grade level work with new/struggling teachers to provide support. This includes lessons, assessments, questioning, classroom management, etc..

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All of Pine Trail's instructional programs are aligned to the Florida standards. To ensure that teachers are following the Florida standards they are encouraged to use the district curriculum maps to guide instruction and to supplement these maps with outside sources. In addition to this team leaders review the curriculum weekly with their team during PLC's and grade level meetings.

Instructional Strategies

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

Pine Trail has given teachers common planning time to meet with their grade levels each week. During these meeting teachers are able to review data and discuss how to meet the needs of their diverse students. During these meetings alternative instruction is often recommended. Some examples of this would be using a computer to read text aloud, using manipulatives for math, and peer tutoring. At weekly meetings data on these student's will then be discussed to see if the strategies are working or if another strategy should be implemented. When necessary, PLC's make recommendations for students to be reviewed by the school's Problem-Solving Team.

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

Strategy: After School Program

Minutes added to school year: 3,000

1. In the Extended Day program, students have access to adult assistance in their core academic subjects.
2. There are "clubs" offered after school hours, such as a Writing Club and a Technology club.

Strategy Rationale

1. The extended day program allows students to work in their core subjects and get assistance from staff.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

1. Individual teachers are aware of their students attending Extended Day and may stay in contact with the Director/ assistants that work with the children on the rosters.
3. Teachers share data during meetings that facilitates instructional plans/goals that need to be met.

Strategy: After School Program

Minutes added to school year: 2,000

Grade level meetings

Strategy Rationale

Teachers will meet 3 times a month to collaborate and plan together.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Fisher, Tami, tpfisher@volusia.k12.fl.us

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

As a grade level teachers will develop common assessments and discuss how their classes performed. They will then discuss how to help students that did not master various standards.

Strategy: After School Program

Minutes added to school year: 0

Professional Learning Communities(PLCs)

Strategy Rationale

Teachers will have the opportunity to meet once a week in PLC's to collaborate and share data. They will also be responsible for creating common assessments to address the new standards that students will be expected to learn.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Fisher, Tami, tpfisher@volusia.k12.fl.us

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

Teachers share data during meetings from classroom and district assessments. This data is then analyzed by the PLC to determine the success of individual students and the grade level as a whole.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

In the spring of each school year Pine Trail offers Kindergarten orientation to incoming students that are in our zone. The students then start the school year in a "staggered" start so that only a small number of students are in the room at a time. This allows the teachers to give the students more attention in the very beginning of the year.

In May, Pine Trail holds orientations for students about to enter middle school. During these orientations 5th grade students can pick electives, ask questions about their new school, and watch a video showing some of the things that they can expect in the following year. Student's that attended Pine Trail the previous year are also sent by the middle school's to help address any concerns or questions that the 5th grade student's may have.

College and Career Readiness

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

NA

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

NA

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

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1.   By collaboratively establishing and implementing rigorous instructional practices aligned to the Florida Standards and providing students with feedback on their progress toward proficiency, the percentage of students achieving in the proficient range will increase in all content areas.

Strategic Goals Detail

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

G1. By collaboratively establishing and implementing rigorous instructional practices aligned to the Florida Standards and providing students with feedback on their progress toward proficiency, the percentage of students achieving in the proficient range will increase in all content areas. 1a

🔍 G069083

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	69.0
FSA English Language Arts - Achievement	66.0
FSA Mathematics - Achievement	75.0

Resources Available to Support the Goal 2

- All intermediate teachers will be provided with math manipulatives that are aligned with the new Florida State Standards.

- Professional Development

- Each grade level will have access to a class set of either i-devices or laptops.

- Technology trainings

- The school will receive Ready Reading and Ready Writing

- Imac Lab

- Lesson Study

- Interactive Curriculum Maps

- Foss Kits

- Thinking Maps and Write from the Beginning

- BYOT/ Edmodo

- Eduphoria

- Sumdog

- Starfall/ Reading Counts

- PLC groups/ Collaboration

Targeted Barriers to Achieving the Goal 3

- Lack of time

- Technology

- Resources

Plan to Monitor Progress Toward G1. 8

Use data from observations, walkthroughs, PLCs and student proficiency data noting growth of rigor in instruction and students' proficiency.

Person Responsible
Tami Fisher

Schedule
Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion
PLC minutes, walkthrough data, observation data, student proficiency data

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. By collaboratively establishing and implementing rigorous instructional practices aligned to the Florida Standards and providing students with feedback on their progress toward proficiency, the percentage of students achieving in the proficient range will increase in all content areas. `1`

🔑 G069083

G1.B1 Lack of time `2`

🔑 B179559

G1.B1.S1 During weekly PLC's teachers will have time to collaboratively establish and reflect on rigorous instructional practices including any data from assessments and feedback provided to students. `4`

🔑 S190855

Strategy Rationale

Provides time for collaboration, team planning and data analysis.

Action Step 1 `5`

During weekly PLC's teachers will collaboratively establish and reflect on rigorous instructional practices including any data from assessments and feedback provided to students.

Person Responsible

Tami Fisher

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

PLC minutes that include any data discussed and an action plan reflecting next steps for PLC.

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

Maintain a PLC binder with weekly minutes and a calendar of meeting days

Person Responsible

Tucker Harris

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

PLC binder

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

Conduct walkthroughs and monitor student proficiency data on district assessments

Person Responsible

Tami Fisher

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Feedback from walkthroughs Student proficiency data results from district assessments

G1.B1.S2 Extended PLC time 4

S190856

Strategy Rationale

Provides time for cross grade level collaboration to strengthen the vertical alignment of content and instructional practice.

Provides grade level teams the time to obtain/review resources and plan rigorous lessons aligned to the Florida Standards.

Action Step 1 5

Through extended PLCs during ERPD or provided with the support of substitutes, teachers will have time to collaborate within their grade level and with other grade levels to establish and reflect on rigorous instructional practices including any data from assessments and feedback provided to students.

Person Responsible

Tami Fisher

Schedule

Biweekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

PLC minutes, samples of lesson plans, student proficiency data from district assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Maintain a PLC binder with weekly minutes, data, samples of lesson plans and a calendar of meeting days

Person Responsible

Tucker Harris

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

PLC binder

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Conduct walkthroughs and monitor student proficiency data on district assessments

Person Responsible

Tami Fisher

Schedule

Monthly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Feedback from walkthroughs Student proficiency data results from district assessments

G1.B1.S3 Use technology to record lessons for collaboration purposes `4`

🔑 S190857

Strategy Rationale

Teachers do not have opportunities to observe one another teach. By recording lessons teachers can share best practices and view the lessons at a time that is convenient for their schedule.

Action Step 1 `5`

Teachers will use technology to record lessons for collaboration and reflection purposes

Person Responsible

Tucker Harris

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Samples of recorded lessons PLC minutes

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

Conduct teacher survey for feedback on the use of technology to record lessons and frequency

Person Responsible

Tami Fisher

Schedule

Monthly, from 9/28/2015 to 6/7/2016

Evidence of Completion

Data from survey

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

Conduct teacher survey for feedback on the use of technology to record lessons and frequency

Person Responsible

Tucker Harris

Schedule

Monthly, from 9/28/2015 to 6/7/2016

Evidence of Completion

Survey data

G1.B2 Technology 2

🔧 B179560

G1.B2.S1 Apply for alternative funding sources through grants, SAC, and PTA. 4

🔧 S190858

Strategy Rationale

Purchase additional technology and software for students that is aligned to the Florida Standards, to be used for intervention, differentiation and tutoring.

Action Step 1 5

Pine Trail leadership will apply for alternative funding through grants, SAC, and PTA, to purchase additional technology and software to support student proficiency toward the Florida Standards.

Person Responsible

Tami Fisher

Schedule

Quarterly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Requisition Forms, SAC requests, Purchase Orders

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will ensure that all technology and software purchased is aligned to the Florida Standards and used to support student proficiency toward the Florida Standards for intervention, differentiation, or rigorous core instruction.

Person Responsible

Tami Fisher

Schedule

Quarterly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Administration will collect evidence of implementation by conducting walk-throughs, classroom observations, and meeting with grade level team leaders.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Administration will conduct a quarterly needs assessment to determine technology and software needs as well as monitor the degree of implementation for existing technology and software.

Person Responsible

Tucker Harris

Schedule

Quarterly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Survey, interview and observation data pertaining to technology and software needs and implementation

G1.B3 Resources `2`

`B179561`

G1.B3.S1 Apply for alternative funding sources through grants, SAC, and PTA. `4`

`S190859`

Strategy Rationale

Purchase supplemental resources aligned to the Florida Standards, to be used for intervention, differentiation or rigorous core instruction.

Action Step 1 `5`

Pine Trail leadership will purchase and implement supplemental resources aligned to the Florida Standards, to be used for intervention, differentiation or rigorous core instruction.

Person Responsible

Tami Fisher

Schedule

Quarterly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Requisition Forms, SAC requests, Purchase Orders

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Administration will ensure that all technology and software purchased is aligned to the Florida Standards and used to support student proficiency toward the Florida Standards for intervention, differentiation, or rigorous core instruction.

Person Responsible

Tami Fisher

Schedule

Quarterly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Administration will collect evidence of implementation by conducting walk-throughs, classroom observations, and meeting with grade level team leaders.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Administration will conduct a quarterly needs assessment to determine resources needed as well as monitor the degree of implementation for new resources provided.

Person Responsible

Tami Fisher

Schedule

Quarterly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Data from needs assessment and evidence of implementation gathered from walk-throughs, classroom observations, and PLCs.

G1.B3.S2 Provide additional support through professional development on dealing with difficult students. 4

S190860

Strategy Rationale

In order to provide rigorous instruction, classroom behaviors cannot take away core instruction.

Action Step 1 5

Professional development on dealing with difficult students will be provided and coached to enhance professional practice and rigorous instruction.

Person Responsible

Tami Fisher

Schedule

Every 2 Months, from 10/1/2015 to 6/7/2016

Evidence of Completion

Referrals, teacher feedback, walkthrough and observation data

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Based on teachers' action plans, provide coaching support to facilitate implementation of strategies.

Person Responsible

Tami Fisher

Schedule

Weekly, from 10/1/2015 to 6/7/2016

Evidence of Completion

Administration will collect evidence of implementation by conducting walk-throughs, classroom observations, and meeting with teachers.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Compile and analyze data from coaching, walkthroughs, observations and student referrals to see if disruptions to instruction have decreased while rigor has increased and whether there is a need for additional professional development.

Person Responsible

Tucker Harris

Schedule

Monthly, from 10/1/2015 to 6/7/2016

Evidence of Completion

Administration will collect evidence of implementation by conducting walk-throughs, classroom observations, and meeting with teachers. District and classroom assessments will be analyzed to determine if the implementation of behavioral strategies correlate to increased academic achievement.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	During weekly PLC's teachers will collaboratively establish and reflect on rigorous instructional practices including any data from assessments and feedback provided to students.	Fisher, Tami	8/24/2015	PLC minutes that include any data discussed and an action plan reflecting next steps for PLC.	6/7/2016 weekly
G1.B1.S2.A1	Through extended PLCs during ERPD or provided with the support of substitutes, teachers will have time to collaborate within their grade level and with other grade levels to establish and reflect on rigorous instructional practices including any data from assessments and feedback provided to students.	Fisher, Tami	8/24/2015	PLC minutes, samples of lesson plans, student proficiency data from district assessments	6/7/2016 biweekly
G1.B1.S3.A1	Teachers will use technology to record lessons for collaboration and reflection purposes	Harris, Tucker	8/24/2015	Samples of recorded lessons PLC minutes	6/7/2016 monthly
G1.B2.S1.A1	Pine Trail leadership will apply for alternative funding through grants, SAC, and PTA, to purchase additional technology and software to support student proficiency toward the Florida Standards.	Fisher, Tami	9/1/2015	Requisition Forms, SAC requests, Purchase Orders	6/1/2016 quarterly
G1.B3.S1.A1	Pine Trail leadership will purchase and implement supplemental resources aligned to the Florida Standards, to be used for intervention, differentiation or rigorous core instruction.	Fisher, Tami	9/1/2015	Requisition Forms, SAC requests, Purchase Orders	6/7/2016 quarterly
G1.B3.S2.A1	Professional development on dealing with difficult students will be provided and coached to enhance professional practice and rigorous instruction.	Fisher, Tami	10/1/2015	Referrals, teacher feedback, walkthrough and observation data	6/7/2016 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Use data from observations, walkthroughs, PLCs and student proficiency data noting growth of rigor in instruction and students' proficiency.	Fisher, Tami	8/24/2015	PLC minutes, walkthrough data, observation data, student proficiency data	6/7/2016 monthly
G1.B1.S1.MA1	Conduct walkthroughs and monitor student proficiency data on district assessments	Fisher, Tami	8/24/2015	Feedback from walkthroughs Student proficiency data results from district assessments	6/7/2016 weekly
G1.B1.S1.MA1	Maintain a PLC binder with weekly minutes and a calendar of meeting days	Harris, Tucker	8/24/2015	PLC binder	6/6/2016 weekly
G1.B2.S1.MA1	Administration will conduct a quarterly needs assessment to determine technology and software needs as well as monitor the degree of implementation for existing technology and software.	Harris, Tucker	9/1/2015	Survey, interview and observation data pertaining to technology and software needs and implementation	6/1/2016 quarterly
G1.B2.S1.MA1	Administration will ensure that all technology and software purchased is aligned to the Florida Standards and used to support student proficiency toward the Florida Standards for intervention, differentiation, or rigorous core instruction.	Fisher, Tami	9/1/2015	Administration will collect evidence of implementation by conducting walk-throughs, classroom observations, and meeting with grade level team leaders.	6/1/2016 quarterly
G1.B3.S1.MA1	Administration will conduct a quarterly needs assessment to determine resources needed as well as monitor the degree of implementation for new resources provided.	Fisher, Tami	9/1/2015	Data from needs assessment and evidence of implementation gathered from walk-throughs, classroom observations, and PLCs.	6/7/2016 quarterly
G1.B3.S1.MA1	Administration will ensure that all technology and software purchased is aligned to the Florida Standards and used to support student proficiency toward the Florida Standards for intervention, differentiation, or rigorous core instruction.	Fisher, Tami	9/1/2015	Administration will collect evidence of implementation by conducting walk-throughs, classroom observations, and meeting with grade level team leaders.	6/7/2016 quarterly
G1.B1.S2.MA1	Conduct walkthroughs and monitor student proficiency data on district assessments	Fisher, Tami	9/15/2014	Feedback from walkthroughs Student proficiency data results from district assessments	6/1/2015 monthly
G1.B1.S2.MA1	Maintain a PLC binder with weekly minutes, data, samples of lesson plans and a calendar of meeting days	Harris, Tucker	8/24/2015	PLC binder	6/7/2016 monthly
G1.B3.S2.MA1	Compile and analyze data from coaching, walkthroughs, observations and student referrals to see if disruptions to instruction have decreased while rigor has increased and whether there is a need for additional professional development.	Harris, Tucker	10/1/2015	Administration will collect evidence of implementation by conducting walk-throughs, classroom observations, and meeting with teachers. District and classroom assessments will be analyzed to determine if the implementation of behavioral strategies correlate to increased academic achievement.	6/7/2016 monthly
G1.B3.S2.MA1	Based on teachers' action plans, provide coaching support to facilitate implementation of strategies.	Fisher, Tami	10/1/2015	Administration will collect evidence of implementation by conducting walk-throughs, classroom observations, and meeting with teachers.	6/7/2016 weekly
G1.B1.S3.MA1	Conduct teacher survey for feedback on the use of technology to record lessons and frequency	Harris, Tucker	9/28/2015	Survey data	6/7/2016 monthly
G1.B1.S3.MA1	Conduct teacher survey for feedback on the use of technology to record lessons and frequency	Fisher, Tami	9/28/2015	Data from survey	6/7/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By collaboratively establishing and implementing rigorous instructional practices aligned to the Florida Standards and providing students with feedback on their progress toward proficiency, the percentage of students achieving in the proficient range will increase in all content areas.

G1.B1 Lack of time

G1.B1.S2 Extended PLC time

PD Opportunity 1

Through extended PLCs during ERPD or provided with the support of substitutes, teachers will have time to collaborate within their grade level and with other grade levels to establish and reflect on rigorous instructional practices including any data from assessments and feedback provided to students.

Facilitator

Tami Fisher, cadre members, district support staff

Participants

Teachers for grades K-5

Schedule

Biweekly, from 8/24/2015 to 6/7/2016

G1.B1.S3 Use technology to record lessons for collaboration purposes

PD Opportunity 1

Teachers will use technology to record lessons for collaboration and reflection purposes

Facilitator

Tami Fisher, Tucker Harris, Steve Waterman

Participants

Teachers grades K-5

Schedule

Monthly, from 8/24/2015 to 6/7/2016

G1.B3 Resources

G1.B3.S1 Apply for alternative funding sources through grants, SAC, and PTA.

PD Opportunity 1

Pine Trail leadership will purchase and implement supplemental resources aligned to the Florida Standards, to be used for intervention, differentiation or rigorous core instruction.

Facilitator

Tami Fisher, Tucker Harris, Outside Vendor

Participants

PLC/ Grade level

Schedule

Quarterly, from 9/1/2015 to 6/7/2016

G1.B3.S2 Provide additional support through professional development on dealing with difficult students.

PD Opportunity 1

Professional development on dealing with difficult students will be provided and coached to enhance professional practice and rigorous instruction.

Facilitator

Mrs. Fisher

Participants

Teachers

Schedule

Every 2 Months, from 10/1/2015 to 6/7/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	During weekly PLC's teachers will collaboratively establish and reflect on rigorous instructional practices including any data from assessments and feedback provided to students.				$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	0821 - Pine Trail Elementary School	School Improvement Funds	706.67	$2,400.00
			Notes: Notes Substitutes for cross grade level PLCs			
2	G1.B1.S2.A1	Through extended PLCs during ERPD or provided with the support of substitutes, teachers will have time to collaborate within their grade level and with other grade levels to establish and reflect on rigorous instructional practices including any data from assessments and feedback provided to students.				$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	0821 - Pine Trail Elementary School	School Improvement Funds		$2,400.00
			Notes: Notes			
3	G1.B1.S3.A1	Teachers will use technology to record lessons for collaboration and reflection purposes				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0821 - Pine Trail Elementary School			$3,000.00
			Notes: Notes			
4	G1.B2.S1.A1	Pine Trail leadership will apply for alternative funding through grants, SAC, and PTA, to purchase additional technology and software to support student proficiency toward the Florida Standards.				$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0821 - Pine Trail Elementary School			$6,000.00
			Notes: Notes			

Budget Data

5	G1.B3.S1.A1	Pine Trail leadership will purchase and implement supplemental resources aligned to the Florida Standards, to be used for intervention, differentiation or rigorous core instruction.				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0821 - Pine Trail Elementary School			$1,500.00
			Notes: Notes			
6	G1.B3.S2.A1	Professional development on dealing with difficult students will be provided and coached to enhance professional practice and rigorous instruction.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0821 - Pine Trail Elementary School			$500.00
			Notes: Notes			
					Total:	**$15,800.00**