Pine Trail Elementary School

2017-18 Schoolwide 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 and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

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 is pending approval by the Volusia County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Pine Trail Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

REVISING

b. Provide the school's vision statement.

DRAFT REVISION- Pine Trail Elementary is a family that includes all stakeholders working collaboratively to provide each student with an engaging learning environment that goes beyond the standards based curriculum.

2. School Environment

a. 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 receive an electronic spreadsheet that contains ongoing progress monitoring and individual student information that was compiled by the previous year's teacher.

b. 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.

c. 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.

Teachers will attend a CHAMPS training in the beginning of the year to learn about strategies that can be used in the classroom.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

* Unweighted GPA (Below 2.0)
*YTD Discipline Referrals - Current School Year (2 or More)
*YTD Absences - Current School Year (Attendance below 90%)
*Number of Prior School Year Retentions (1 or More)

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	2	2	2	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	1	2	0	0	0	0	0	0	0	4

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	2	2	2	0	0	0	0	0	0	0	6

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

* Bi-weekly lunch with an administrator
* Tutoring beyond the school day
* Behavior incentive plan
* Teacher PD on understanding diverse cultures

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. 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, Bloomz, edmodo, 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.

2. 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. Throughout the year Pine Trail will also hold fund raisers at local businesses to raise money for the school and to help out local establishments.

Pine Trail will continue to allow local business partners to purchase banners that will be displayed at the parent pick up area.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Grindle, Katherine	Instructional Coach
O'Brien, Kenneth	Teacher, K-12
Hajdin, Stephanie	Teacher, K-12
Fisher, Tami	Principal
Wachtel, Lydia	Teacher, K-12
Lutz, Melissa	School Counselor
Claudio, Christina	Teacher, K-12
Ryals, Sarah	Teacher, K-12
Reamer, Chris	Teacher, K-12
Levine, Jeff	Assistant Principal

b. Duties

1. 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(Trailblazers) at Pine Trail consists of administration and select teachers from each grade level. This team serves as a decision making body and 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 once a week after school. These meetings are to discuss curriculum, analyze student achievement, address concerns and to communicate the administration's vision for student achievement. Team leaders use data to drive these discussions and encourage collaboration among the group.

2. 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 monthly PLC meetings data is analyzed and best practices are discussed. Teachers and administration review the data and determine the type of intervention that would be beneficial.

SAC meets monthly, school leadership meets weekly, and PLC meets monthly.

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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tami Fisher	Principal
Kenneth O'Brien	Teacher
Katherine Grindle	Teacher
Deneen Mangan	Education Support Employee
Kathy Carman	Education Support Employee
Louis Colombo	Parent
Joanna Kaney-Olivari	Parent
Renee Deising	Parent
Chrissie Kimble	Parent
David Richmond	Parent
Laura Reece	Parent
Stacy Day	Parent
Melissa Lutz	Teacher
Trisha Dellinger	Parent
Patricia Mackintosh	Parent
Keith Deaton	Parent
Suzanne Denison	Parent
Erum Kistemaker	Parent
Jeffery Levine	Principal
Tova Lohman	Teacher
Erick Polacios	Parent
Kristina stweart	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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. We discussed areas of concern and addressed how PTE was going to address those concerns.

b. 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 2017-18 year was discussed.

c. Preparation of the school's annual budget and plan

Pine Trail's annual budget was discussed at the first SAC meeting. We discussed how teachers would request funds and briefly discussed how some future funds might be spent. Updates on the school's budget are shared and reviewed at our monthly meetings.

2. 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 2016-17
* Ready reading/ Writing Training Subs Grades(Grindle) 2-5 $700
* Ready math training subs(Grindle) $700
* PST Training Subs (Grindle) $700
* FETC Conference- Waterman Registration $350
* FETC Conference- Waterman Subs $200
* Newsela (Waterman) $500
* National Core Advocates Conference (Hadjin) $250

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Ryals, Sarah	Teacher, K-12
Fisher, Tami	Principal
Wachtel, Lydia	Teacher, K-12
O'Brien, Kenneth	Teacher, K-12
Claudio, Christina	Teacher, K-12
Lutz, Melissa	School Counselor
Grindle, Katherine	Instructional Coach
Hajdin, Stephanie	Teacher, K-12
Reamer, Chris	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

teachers that are struggling in the implementation process. Pine Trail's academic coach will work with new teachers to ensure they have the support that they need.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 once 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. Teachers will also collaborate and discuss how the new math series could be used to provide rigorous instruction.

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

1. Mentoring Program (academic coach will work with new teachers as well as Trailblazer)
2. Leadership Opportunities/ Committee Chairs/Administration
3. Professional Development/ Administration
4. PLC Activities/ PLC
5. Teacher choice for PD
6. Academic coach

3. 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 level. Trailblazer's in each grade level work with new/struggling teachers to provide support. This includes lessons, assessments, questioning, classroom management, etc.. In addition to this Pine Trail now has an academic coach that will be able to work with new teachers as well as teachers that are new to a subject area.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 materials from the modules and outside sources. In addition to this, team leaders review the curriculum monthly/weekly with their team during PLC's and grade level meetings.

b. Instructional Strategies

1. 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. After reviewing the weekly data struggling students are identified and are kept in for the weekly intervention(each teacher gets 45 minutes a week to work with a small group of students while a special area teacher works with the rest of the class) 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.

2. 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 such as robotics and honor society.
3. Once a week special area teachers take a teachers class so that they can work with a small group of struggling students.

Strategy Rationale

1. The extended day program allows students to work in their core subjects and get assistance from staff.
2. In robotics students are able to compete against other students within the state.
3. By having special area teachers take a class teachers are able to work with students that need more one on one instruction.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

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

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.

2. During weekly intervention teachers will keep a log of the students that they keep in and will monitor their grades. At grade level meetings the teachers will discuss strategies that are working as well as those that were not effective.

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 every Tuesday (2:20-3:20)

Strategy Rationale

Teachers will meet 4 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. In addition to this teachers will discuss strategies that are being used at their weekly intervention time. Teachers will then analyze the data on the students that were kept for intervention to determine if the strategies were effective.

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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   If Pine Trail Elementary implements coherent standards-aligned instruction, then student achievement will increase.

Strategic Goals Detail

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

G1. If Pine Trail Elementary implements coherent standards-aligned instruction, then student achievement will increase. `1a`

🔍 G099215

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	82.0
FSAA Science Achievement	77.0
Math Gains	84.0
ELA/Reading Gains	72.0

Targeted Barriers to Achieving the Goal `3`

- Lack of time

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Professional Development

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

- Technology trainings

- Imac Lab

- Interactive Curriculum Maps

- Thinking Maps and Write from the Beginning

- BYOT/ Edmodo

- Eduphoria

- Sumdog

- Starfall/ Reading Counts

- PLC groups/ Collaboration

- i-instruction

- Tech Tuesday

-

Plan to Monitor Progress Toward G1. `8`

At the monthly PLC data (VLT, VST, VMT, common assessments) will be examined to determine Pine Trail's progress toward it's goal.

Person Responsible
Tami Fisher

Schedule
Weekly, from 9/4/2017 to 5/14/2018

Evidence of Completion
Minutes from PLC/ sign in sheet/ data(student scores on standardized tests)

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. If Pine Trail Elementary implements coherent standards-aligned instruction, then student achievement will increase. 1

🔍 G099215

G1.B1 Lack of time 2

🔍 B267173

G1.B1.S1 During monthly PLCs teachers will have time to collaboratively establish and reflect on rigorous instructional practices including any data from assessments and feedback provided to students. Special area teachers will be used to allow teachers to meet for and extended time. 4

🔍 S283019

Strategy Rationale

Provides time for collaboration, team planning, and data analysis.

Action Step 1 5

Coordinate with the special area teachers to modify their schedule to provide for extended special areas during PLC's.

Person Responsible

Tami Fisher

Schedule

On 9/4/2017

Evidence of Completion

Modified monthly schedule for special area that allows for extended PLC time.

Action Step 2 5

Teachers will meet monthly for extended PLC's. During monthly PLC's teachers will collaboratively establish and reflect on rigorous instructional practices including any data from as for extended sessments and feedback provided to students.

Person Responsible

Tami Fisher

Schedule

Monthly, from 9/4/2017 to 5/14/2018

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`

The administration will meet weekly with grade level leaders(Trailblazers) to determine if the extended PLC time is being used effectively. PLC and Trailblazer minutes will be kept.

Person Responsible

Greg Schwartz

Schedule

Weekly, from 9/4/2017 to 5/14/2018

Evidence of Completion

PLC minutes, Trailblazer minutes

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

By coordinating with special area to modify their schedule Pine Trail is able to provide more time for PLCs. During these PLCs teachers will be able to analyze data and discuss strategies that are working. At weekly Trailblazer meetings the administration will also use Trailblazer input to determine PLC effectiveness.

Person Responsible

Tami Fisher

Schedule

Monthly, from 9/4/2017 to 5/14/2018

Evidence of Completion

Data PLC minutes Trailblazer minutes

G1.B1.S2 Develop and implement a school-wide calendar and daily instructional calendar that prioritizes time for SIPPS and intervention for math and ELA. 4

🔑 S283020

Strategy Rationale

Provides time for intervention in all grade levels.
Provides time in the day for SIPPS

Action Step 1 5

Determine optimal times for ELA/math intervention and SIPPS.

Person Responsible

Tami Fisher

Schedule

On 6/4/2018

Evidence of Completion

minutes from Trailblazer meeting with times for intervention and SIPPS

Action Step 2 5

Outline protocols for interventions, PLCs, and ERPLs.

Person Responsible

Tami Fisher

Schedule

On 6/25/2018

Evidence of Completion

Protocol sheet

Action Step 3 `5`

PTE will design and actualize daily instructional schedules.

Person Responsible

Tami Fisher

Schedule

On 9/6/2017

Evidence of Completion

Mrs. Fisher will work with the Trailblazers to design instructional schedule. Minutes will serve as evidence.

Action Step 4 `5`

Provide professional development on small group structure and management.

Person Responsible

Tami Fisher

Schedule

Every 2 Months, from 9/4/2017 to 5/7/2018

Evidence of Completion

Sign in sheets from PD sessions

Action Step 5 `5`

Pine Trail will provide professional development on small group content an rigor.

Person Responsible

Katherine Grindle

Schedule

Quarterly, from 9/4/2017 to 5/7/2018

Evidence of Completion

Sign in sheets for PD

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

Administration will work with grade level leaders on a weekly basis to determine if the action plan is being implemented with fidelity.

Person Responsible

Kenneth O'Brien

Schedule

Weekly, from 9/1/2016 to 5/4/2017

Evidence of Completion

Minutes from Trailblazer meetings will be kept.

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

Trailblazers will meet with the administration weekly to discuss the implementation of PD being offered at the school. In addition to this trailblazers will discuss with the administration the effectiveness of their scheduled intervention and SIPPS.

Person Responsible

Tami Fisher

Schedule

Weekly, from 9/4/2017 to 5/14/2018

Evidence of Completion

Agenda/ minutes/ sign-in sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S2.MA1 🔍 M415238	Administration will work with grade level leaders on a weekly basis to determine if the action plan...	O'Brien, Kenneth	9/1/2016	Minutes from Trailblazer meetings will be kept.	5/4/2017 weekly
G1.B1.S1.A1 🔍 A381929	Coordinate with the special area teachers to modify their schedule to provide for extended special...	Fisher, Tami	9/4/2017	Modified monthly schedule for special area that allows for extended PLC time.	9/4/2017 one-time
G1.B1.S2.A3 🔍 A381933	PTE will design and actualize daily instructional schedules.	Fisher, Tami	9/6/2017	Mrs. Fisher will work with the Trailblazers to design instructional schedule. Minutes will serve as evidence.	9/6/2017 one-time
G1.B1.S2.A4 🔍 A381934	Provide professional development on small group structure and management.	Fisher, Tami	9/4/2017	Sign in sheets from PD sessions	5/7/2018 every-2-months
G1.B1.S2.A5 🔍 A381935	Pine Trail will provide professional development on small group content an rigor.	Grindle, Katherine	9/4/2017	Sign in sheets for PD	5/7/2018 quarterly
G1.MA1 🔍 M415250	At the monthly PLC data (VLT, VST, VMT, common assessments) will be examined to determine Pine...	Fisher, Tami	9/4/2017	Minutes from PLC/ sign in sheet/ data(student scores on standardized tests)	5/14/2018 weekly
G1.B1.S1.MA1 🔍 M415235	By coordinating with special area to modify their schedule Pine Trail is able to provide more time...	Fisher, Tami	9/4/2017	Data PLC minutes Trailblazer minutes	5/14/2018 monthly
G1.B1.S1.MA1 🔍 M415236	The administration will meet weekly with grade level leaders(Trailblazers) to determine if the...	Schwartz, Greg	9/4/2017	PLC minutes, Trailblazer minutes	5/14/2018 weekly
G1.B1.S1.A2 🔍 A381930	Teachers will meet monthly for extended PLC's. During monthly PLC's teachers will collaboratively...	Fisher, Tami	9/4/2017	PLC minutes that include any data discussed and an action plan reflecting next steps for PLC.	5/14/2018 monthly
G1.B1.S2.MA1 🔍 M415237	Trailblazers will meet with the administration weekly to discuss the implementation of PD being...	Fisher, Tami	9/4/2017	Agenda/ minutes/ sign-in sheets	5/14/2018 weekly
G1.B1.S2.A1 🔍 A381931	Determine optimal times for ELA/math intervention and SIPPS.	Fisher, Tami	8/7/2017	minutes from Trailblazer meeting with times for intervention and SIPPS	6/4/2018 one-time
G1.B1.S2.A2 🔍 A381932	Outline protocols for interventions, PLCs, and ERPLs.	Fisher, Tami	8/21/2017	Protocol sheet	6/25/2018 one-time

V. Professional Development Opportunities

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

G1. If Pine Trail Elementary implements coherent standards-aligned instruction, then student achievement will increase.

G1.B1 Lack of time

G1.B1.S2 Develop and implement a school-wide calendar and daily instructional calendar that prioritizes time for SIPPS and intervention for math and ELA.

PD Opportunity 1

Provide professional development on small group structure and management.

Facilitator

CHAMPS

Participants

All teachers

Schedule

Every 2 Months, from 9/4/2017 to 5/7/2018

PD Opportunity 2

Pine Trail will provide professional development on small group content an rigor.

Facilitator

N/A

Participants

Instructional staff

Schedule

Quarterly, from 9/4/2017 to 5/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Coordinate with the special area teachers to modify their schedule to provide for extended special areas during PLC's.				$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	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.S1.A2	Teachers will meet monthly for extended PLC's. During monthly PLC's teachers will collaboratively establish and reflect on rigorous instructional practices including any data from as for extended sessments and feedback provided to students.				$0.00
3	G1.B1.S2.A1	Determine optimal times for ELA/math intervention and SIPPS.				$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0821 - Pine Trail Elementary School	School Improvement Funds		$2,400.00
			Notes: Notes			
4	G1.B1.S2.A2	Outline protocols for interventions, PLCs, and ERPLs.				$0.00
5	G1.B1.S2.A3	PTE will design and actualize daily instructional schedules.				$0.00
6	G1.B1.S2.A4	Provide professional development on small group structure and management.				$0.00
7	G1.B1.S2.A5	Pine Trail will provide professional development on small group content an rigor.				$0.00
					Total:	$4,800.00