Volusia County Schools

Pine Trail Elementary School

leadership
analysis
students
college and career
mission
Florida
school improvement
ambitious
family and community involvement
striving
achievement
teaching
relationships
needs assessment
success
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2018-19 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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	54%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	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.

2018-19 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.

DRAFT - Pine Trail Elementary is a family of educators working collaboratively with all stakeholders to ensure academic success for students in an environment that fosters social and emotional well-being.

b. Provide the school's vision statement.

DRAFT- Pine Trail Elementary is a family of educators committed to providing a rich, rigorous learning environment that fosters students' social and emotional well-being where all students achieve academic success through the collaborative efforts of faculty, staff, families and community members.

2. School Environment

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

Teachers are being trained on the District's new Social and Emotional Learning Program, Sanford Harmony. This program is designed to teach elementary school children about cooperation, empathy, effective communication, diversity, inclusion, and peer relationships. Each grade level has a kit that includes multiple methods to teach positive relationships and create an inclusive classroom environment. "Meet Up, Buddy Up" is a forum where students gather as a whole class to establish and monitor expectations for how to treat each other, exchange ideas, and solve problems. Fictional story selections are provided, which teach students about diversity, inclusion, empathy, communication, and peer relationships. Lessons and activities are provided to accompany each story. "Quick Connections" cards are available to help with starting conversations and building community. Teachers use the "Meet Up", Buddy Up" for daily/weekly connections with students. The School Counselor conducts classroom lessons/activities using the fictional story selections.

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 uses "Bully Boxes" which allows students to anonymously report bullying. Boxes are checked by the School Counselor and Administration. Teachers and the School Counselor use the

new "Sanford Harmony" Program which teaches about inclusion, peer relationships, effective communication and empathy. Pine Trail participated each year in a "Anti-Bullying" campaign during the month of October. Students learn about what bullying is and how to be an "Upstander" for others. The School Counselor uses small group intervention for social and behavioral issues, as needed.

* Pine Trail now has a single point of entry for adults wishing to get on campus. This ensures that all adults check in before entering the campus.

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, grades K-5 are taught and immersed in Pine Trail's "LifeSkills". Lifeskills are discussed on the morning news, incorporated in the "Terrific Kid" program and are part of the daily language used on campus. Teachers and Staff at the Pine Trail are given "Lifeskill" chips that are handed out to students and/or classrooms when they demonstrate a Lifeskill. These chips will be collected by the classroom Teacher. When the total amount reaches 20; that class will spin the wheel and win a prize. New Teachers will attend a CHAMPS training in the beginning of the school year to learn classroom management strategies. Weekly "CHAMPS TIPS" are emailed to all teachers.
Teachers review the code of conduct and school policies in the beginning of the year. As a faculty, we develop protocols for discipline to ensure consistency. Classroom teacher review the code of conduct with their students to ensure the students understand behavioral expectations.

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.

Pine Trail offers the following programs:
• D.A.R.E. – Drug Abuse Resistance Education
• Suicide Prevention training and abuse reporting training is received by all teachers annually.
• Classroom, group, individual educational counseling is delivered by a School Counselor.
• School Counselor participates in Parent/Teacher conferences, PST-Problem-Solving Team, eligibility/ineligibility staffings, Trailblazers and School Advisory Committee.
• Provision Packs – a weekend snack program

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	1	1	2	3	6	0	0	0	0	0	0	0	13
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
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	2	3	6	0	0	0	0	0	0	0	11

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	1	1	2	3	6	0	0	0	0	0	0	0	13

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
Hajdin, Stephanie	Teacher, K-12
Fisher, Tami	Principal
Wachtel, Lydia	Teacher, K-12
Lutz, Melissa	School Counselor
Reamer, Chris	Teacher, K-12
Whittley, Jody	Assistant Principal
Albert, Meri	Teacher, K-12
Reynolds, Kathy	Teacher, K-12
Ravede, Jim	Teacher, K-12

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 Bi-weekly 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
Joanna Kaney-Olivari	Parent
Renee Deising	Parent
Chrissie Kimble	Parent
Laura Reece	Parent
Melissa Lutz	Teacher
Trisha Dellinger	Parent
Patricia Mackintosh	Parent
Keith Deaton	Parent
Suzanne Denison	Parent
Tova Lohman	Teacher
William Butcher	Parent
Erin Glover-Frey	Parent
Theresa Greenbaum	Parent
Kimberlee Lambert	Parent
Carmine Mancuso	Parent
Jody Whittley	Principal

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 2018-19 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 2017-18
* FETC Registration(Waterman, Higgs, Hajdin, Hoskin)
* Subs for FETC
* Cyber Safety Kits
* SAC Allocation
* Elevate Conference (Mott, Furman)

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
Reynolds, Kathy	Teacher, K-12
Fisher, Tami	Principal
Wachtel, Lydia	Teacher, K-12
Lutz, Melissa	School Counselor
Grindle, Katherine	Instructional Coach
Hajdin, Stephanie	Teacher, K-12
Reamer, Chris	Teacher, K-12
Whittley, Jody	Assistant Principal
Albert, Meri	Teacher, K-12
Ravede, Jim	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 I-Ready and the "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 bi-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 teachers implement intervention. 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. In addition to this Pine Trail has implemented I-Ready to identify struggling students. Through the use of this program teachers/administrators can identify struggling students and target areas of weakness. Intervention lessons are provided to help these students.

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.

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.

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 Thursday(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.

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, Â§ 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, Â§ 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 leaders at Pine Trail Elementary develop systems that foster collective efficiency and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement.

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 leaders at Pine Trail Elementary develop systems that foster collective efficiency and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement. 1a

G100526

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	73.0
FSA Mathematics Achievement	76.0
FSAA Science Achievement	72.0
Math Gains	70.0
ELA/Reading Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Limited Knowledge and Implementation

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

- Interactive Curriculum Maps

- BYOT/ Edmodo

- Eduphoria

- Sumdog

- Starfall/ Reading Counts

- PLC groups/ Collaboration

- I-Ready

- Edulastic

- Newsela

- Instructional Coach

- SAC Funds

- Digital Learning Teacher Leaders

Plan to Monitor Progress Toward G1. 8

SIP monitoring meeting

> **Person Responsible**
> Tami Fisher
>
> **Schedule**
> On 11/2/2018
>
> ***Evidence of Completion***
> SIP Progress Monitoring Meeting Minutes

Plan to Monitor Progress Toward G1. 8

SIP Mid-year review

> **Person Responsible**
> Tami Fisher
>
> **Schedule**
> Annually, from 1/14/2019 to 1/31/2019
>
> ***Evidence of Completion***
> Mid-year review entered into CIMS

Plan to Monitor Progress Toward G1. 8

FSA results

> **Person Responsible**
> Tami Fisher
>
> **Schedule**
> Annually, from 6/20/2019 to 7/31/2019
>
> ***Evidence of Completion***
> Step Zero for following SIP year

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 leaders at Pine Trail Elementary develop systems that foster collective efficiency and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement. 1

🔑 G100526

G1.B2 Limited Knowledge and Implementation 2

🔑 B271090

G1.B2.S1 Pine Trail will refine practices and provide professional learning to support the implementation of standards-aligned instruction. 4

🔑 S286985

Strategy Rationale

* To increase the percentage of teachers effectively implementing standards-aligned instruction.
* Increase student achievement
*Foster collective efficacy among faculty and staff.

Action Step 1 5

Analyze data from Step Zero and the Systematic Practices for School Improvement reflection to identify strengths and areas of weakness. We will then prioritize areas of weakness.

Person Responsible

Tami Fisher

Schedule

Every 3 Weeks, from 6/4/2018 to 7/31/2018

Evidence of Completion

List of strengths and weaknesses

Action Step 2 5

Develop a plan of action for professional learning and systematic practices including the infrastructure for implementation.

Person Responsible

Tami Fisher

Schedule

Biweekly, from 6/4/2018 to 8/15/2018

Evidence of Completion

Completed plan of action

Action Step 3 [5]

Instructional coach facilitation of a sharing and planning session with teachers to examine the resources available and ensure that the upcoming student tasks are aligned to the depth of the standard.

Person Responsible

Katherine Grindle

Schedule

On 8/13/2018

Evidence of Completion

Agenda

Action Step 4 [5]

Teachers incorporate the information from professional learning, along with aligned tasks, into their instruction with the instructional coach observing implementation of the lessons and providing feedback and coaching support to the teachers.

Person Responsible

Katherine Grindle

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Aligned tasks Lesson plans Coaching interaction data

Action Step 5 [5]

Teachers will participate in a Professional Learning day focused on standard aligned instruction.

Person Responsible

Tami Fisher

Schedule

On 9/17/2018

Evidence of Completion

Sign in sheet Aligned tasks Coaching Interaction Data

Action Step 6 `5`

Teachers will incorporate the information from ERPL's into their lessons, with the instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Katherine Grindle

Schedule

Monthly, from 8/13/2018 to 5/6/2019

Evidence of Completion

Lesson plans Feedback from academic coach

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

Administration will touch base with professional learning facilitators to determine the status of professional learning plans.

Person Responsible

Katherine Grindle

Schedule

Biweekly, from 8/3/2018 to 9/7/2018

Evidence of Completion

Calendar

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

Administrators will conduct data walks

Person Responsible

Tami Fisher

Schedule

Monthly, from 8/13/2018 to 5/6/2019

Evidence of Completion

Data Grids

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

Academic coach will provide follow up support to ensure implementation of standards aligned instruction.

Person Responsible

Katherine Grindle

Schedule

Weekly, from 8/13/2018 to 5/13/2019

Evidence of Completion

Instructional coach interaction notes

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at weekly SLT meetings.

Person Responsible

Tami Fisher

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Minutes from SLT meetings Observational notes

G1.B2.S2 Pine Trail will refine highly effective PLCs that follow an intentional cycle to improve knowledge and implementation of standards-aligned instruction. 4

🔑 S286986

Strategy Rationale

* PLC cycles ensure that all student needs are met.
* Strengthen teacher collaboration and instructional practices.

Action Step 1 5

Examine special area/lunch schedule to ensure common planning for grade levels and set bi-weekly scheduled PLCs.

Person Responsible

Tami Fisher

Schedule

On 8/3/2018

Evidence of Completion

Special area schedule with common planning time for grade levels.

Action Step 2 5

The administrators will communicate the expectations of PLCs, both verbally and in writing.

Person Responsible

Tami Fisher

Schedule

On 8/15/2018

Evidence of Completion

Agenda Notes Written Communication

Action Step 3 5

PLC teams will analyze data to determine how students performed last year. Teams will then establish goals accordingly.

Person Responsible

Katherine Grindle

Schedule

On 8/22/2018

Evidence of Completion

PLC minutes Established goals

Action Step 4 5

Academic coach and Administration observes the planned lesson in some classes to collect evidence and to provide feedback and support to teachers.

Person Responsible

Tami Fisher

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Feedback given to teachers/ notes

Action Step 5 5

The academic coach will guide PLC teams in examining student work from the common lesson to reflect on their instruction, and to plan student intervention.

Person Responsible

Katherine Grindle

Schedule

Monthly, from 9/3/2018 to 6/3/2019

Evidence of Completion

Academic Coach notes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Administrators will attend bi-weekly PLCs.

Person Responsible

Tami Fisher

Schedule

Biweekly, from 9/12/2018 to 5/22/2019

Evidence of Completion

PLC minutes Administrator notes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Determine status towards completing action steps 1-5 during weekly SLT meeting.

Person Responsible

Tami Fisher

Schedule

Weekly, from 9/3/2018 to 5/29/2019

Evidence of Completion

SLT Minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Discuss the effectiveness of PLCs and analyze collected data

Person Responsible

Tami Fisher

Schedule

Monthly, from 8/13/2018 to 8/13/2018

Evidence of Completion

Minutes from meeting.

V. Professional Development Opportunities

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

G1. If leaders at Pine Trail Elementary develop systems that foster collective efficiency and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement.

G1.B2 Limited Knowledge and Implementation

G1.B2.S1 Pine Trail will refine practices and provide professional learning to support the implementation of standards-aligned instruction.

PD Opportunity 1

Teachers will participate in a Professional Learning day focused on standard aligned instruction.

Facilitator

Professional Learning Facilitators

Participants

Teachers

Schedule

On 9/17/2018

PD Opportunity 2

Teachers will incorporate the information from ERPL's into their lessons, with the instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Facilitator

Professional Learning Facilitators

Participants

Teachers

Schedule

Monthly, from 8/13/2018 to 5/6/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Analyze data from Step Zero and the Systematic Practices for School Improvement reflection to identify strengths and areas of weakness. We will then prioritize areas of weakness.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0821 - Pine Trail Elementary School			$0.00
			Notes: Notes			
2	G1.B2.S1.A2	Develop a plan of action for professional learning and systematic practices including the infrastructure for implementation.				$0.00
3	G1.B2.S1.A3	Instructional coach facilitation of a sharing and planning session with teachers to examine the resources available and ensure that the upcoming student tasks are aligned to the depth of the standard.				$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	750-Other Personal Services	0821 - Pine Trail Elementary School	School Improvement Funds		$2,400.00
			Notes: Notes			
4	G1.B2.S1.A4	Teachers incorporate the information from professional learning, along with aligned tasks, into their instruction with the instructional coach observing implementation of the lessons and providing feedback and coaching support to the teachers.				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	330-Travel	0821 - Pine Trail Elementary School	School Improvement Funds		$1,200.00
			Notes: Notes			
5	G1.B2.S1.A5	Teachers will participate in a Professional Learning day focused on standard aligned instruction.				$0.00
6	G1.B2.S1.A6	Teachers will incorporate the information from ERPL's into their lessons, with the instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.				$0.00
7	G1.B2.S2.A1	Examine special area/lunch schedule to ensure common planning for grade levels and set bi-weekly scheduled PLCs.				$0.00
8	G1.B2.S2.A2	The administrators will communicate the expectations of PLCs, both verbally and in writing.				$0.00

9	G1.B2.S2.A3	PLC teams will analyze data to determine how students performed last year. Teams will then establish goals accordingly.	$0.00
10	G1.B2.S2.A4	Academic coach and Administration observes the planned lesson in some classes to collect evidence and to provide feedback and support to teachers.	$0.00
11	G1.B2.S2.A5	The academic coach will guide PLC teams in examining student work from the common lesson to reflect on their instruction, and to plan student intervention.	$0.00
		Total:	$3,600.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B2.S1.A1 A388780	Analyze data from Step Zero and the Systematic Practices for School Improvement reflection to...	Fisher, Tami	6/4/2018	List of strengths and weaknesses	7/31/2018 every-3-weeks
G1.B2.S2.A1 A388786	Examine special area/lunch schedule to ensure common planning for grade levels and set bi-weekly...	Fisher, Tami	8/1/2018	Special area schedule with common planning time for grade levels.	8/3/2018 one-time
G1.B2.S1.A3 A388782	Instructional coach facilitation of a sharing and planning session with teachers to examine the...	Grindle, Katherine	8/13/2018	Agenda	8/13/2018 one-time
G1.B2.S2.MA1 M424817	Discuss the effectiveness of PLCs and analyze collected data	Fisher, Tami	8/13/2018	Minutes from meeting.	8/13/2018 monthly
G1.B2.S1.A2 A388781	Develop a plan of action for professional learning and systematic practices including the...	Fisher, Tami	6/4/2018	Completed plan of action	8/15/2018 biweekly
G1.B2.S2.A2 A388787	The administrators will communicate the expectations of PLCs, both verbally and in writing.	Fisher, Tami	8/15/2018	Agenda Notes Written Communication	8/15/2018 one-time
G1.B2.S2.A3 A388788	PLC teams will analyze data to determine how students performed last year. Teams will then...	Grindle, Katherine	8/22/2018	PLC minutes Established goals	8/22/2018 one-time
G1.B2.S1.MA1 M424814	Administration will touch base with professional learning facilitators to determine the status of...	Grindle, Katherine	8/3/2018	Calendar	9/7/2018 biweekly
G1.B2.S1.A5 A388784	Teachers will participate in a Professional Learning day focused on standard aligned instruction.	Fisher, Tami	9/17/2018	Sign in sheet Aligned tasks Coaching Interaction Data	9/17/2018 one-time
G1.MA1 M424825	SIP monitoring meeting	Fisher, Tami	10/16/2018	SIP Progress Monitoring Meeting Minutes	11/2/2018 one-time
G1.MA2 M424826	SIP Mid-year review	Fisher, Tami	1/14/2019	Mid-year review entered into CIMS	1/31/2019 annually
G1.B2.S1.MA3 M424815	Administrators will conduct data walks	Fisher, Tami	8/13/2018	Data Grids	5/6/2019 monthly
G1.B2.S1.A6 A388785	Teachers will incorporate the information from ERPL's into their lessons, with the instructional...	Grindle, Katherine	8/13/2018	Lesson plans Feedback from academic coach	5/6/2019 monthly
G1.B2.S1.MA4 M424816	Academic coach will provide follow up support to ensure implementation of standards aligned...	Grindle, Katherine	8/13/2018	Instructional coach interaction notes	5/13/2019 weekly
G1.B2.S2.MA1 M424818	Administrators will attend bi-weekly PLCs.	Fisher, Tami	9/12/2018	PLC minutes Administrator notes	5/22/2019 biweekly
G1.B2.S2.MA3 M424819	Determine status towards completing action steps 1-5 during weekly SLT meeting.	Fisher, Tami	9/3/2018	SLT Minutes	5/29/2019 weekly
G1.B2.S1.MA1 M424813	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Fisher, Tami	8/13/2018	Minutes from SLT meetings Observational notes	5/31/2019 weekly
G1.B2.S1.A4 A388783	Teachers incorporate the information from professional learning, along with aligned tasks, into...	Grindle, Katherine	8/13/2018	Aligned tasks Lesson plans Coaching interaction data	5/31/2019 daily
G1.B2.S2.A4 A388789	Academic coach and Administration observes the planned lesson in some classes to collect evidence...	Fisher, Tami	8/13/2018	Feedback given to teachers/ notes	5/31/2019 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A5 A388790	The academic coach will guide PLC teams in examining student work from the common lesson to reflect...	Grindle, Katherine	9/3/2018	Academic Coach notes	6/3/2019 monthly
G1.MA3 M424827	FSA results	Fisher, Tami	6/20/2019	Step Zero for following SIP year	7/31/2019 annually