



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pine Trail Elementary School

300 AIRPORT RD

Ormond Beach, FL 32174

386-676-5300

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 47%
Alternative/ESE Center No	Charter School No	Minority Rate 17%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A	2009-10 A
---------------------	---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	27
Appendix 2: Budget to Support Goals	0

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Pine Trail Elementary School

Principal

Susan Persis

School Advisory Council chair

Katherine Grindle

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Susan Persis	Principal
Tucker Harris	Assistant Principal
Katherine Grindle	Teacher
Ken O'Brien	Teacher
Melissa Lutz	Guidance Counselor
Jen Smith	I.S.T.O.A.

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Our SAC membership consists of our Principal, Assistant Principal, teachers, staff members and parents. One of our parent members, Jennifer Valenti, is the current PTA President. The remaining membership is comprised of Susan Persis, our principal, Tucker Harris, our AP, and Kathy Carman, the principal's secretary. The teachers on our committee are Katherine Grindle, SAC Chairperson, and Ken O'Brien. Other parent members are Erik Palacios, Beth Oatway, Joanna Kaney-Olivari, Jennifer Marinaccio and Marc Wooten.

Involvement of the SAC in the development of the SIP

Last year's FCAT scores and Annual Measurable Outcomes were reviewed at our first SAC meeting. We discussed WTI (Walk To Intervention) as a way to address the drop in scores.

Activities of the SAC for the upcoming school year

SAC will discuss the allocation of funds available to Pine Trail this school year. We will assure opportunities to discuss our current SIP, tutoring needs and teacher requests that typically include attending workshops and specific technology tools for their classrooms.

Projected use of school improvement funds, including the amount allocated to each project

Since the fund allocation is uncertain at this time, we are currently projecting using last year's ending balance. We have thus far received a request for a small group of teachers to attend a writing conference in Jacksonville. The request was for substitute funds for those teachers. At this time, we are still reserving some of the funds for possible tutoring needs.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Susan Persis

Principal	Years as Administrator: 20	Years at Current School: 4
-----------	----------------------------	----------------------------

Credentials

Elementary Education 1-6
 Educational Leadership - Principal K-12
 ESOL Endorsed/

Performance Record

2012-2013 - B School (69% R/ 61% M; 60% R/ 73% M; 50% R/ 71% M)
 2011-2012 - A School (79% R/70% M; 74% R/ 74% M; 65% R/ 55% M)
 2010-2011 - A School, AYP 95% (88% R/ 85% M; 66% R/ 59% M; 58% R/ 57% M)
 2009-2010 - B School, AYP 85% (81% R/ 74% M; 66% R/ 53% M; 50% R/ 60% M)
 2008-2009 - A School, AYP, 100% (88% R/ 83% M; 69% R/ 63% M; 66 % R/ 64% M)

Tucker Harris

Asst Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

Degrees:
 Bachelor's Degree in Education from Florida State University /
 Master's Degree in Educational Leadership from the University of
 Central Florida
 Certifications:
 -Educational Leadership
 -Middle Grades Integrated Curriculum
 -Physical Education
 -Exceptional Student Education
 -Elementary Education (HOUSSE Plan)
 -VSET Calibrated; Teaching and Learning Solutions
 -ESOL Endorsed
 Number of years at current school: 1 year
 Number of years as an administrator: 3 years

Performance Record

School Grades: 2012-2013/ A School (45% R/ 57% M; 69% R/
 72% M; 80% R/ 84% M)
 2011- 2012 - B School (35% R/ 48%; 53% R/ 95%; 64% R/ 101
 M)

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

NA

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

53

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

100%

certified in-field

49, 92%

ESOL endorsed

22, 42%

reading endorsed

5, 9%

with advanced degrees

21, 40%

National Board Certified

3, 6%

first-year teachers

4, 8%

with 1-5 years of experience

14, 26%

with 6-14 years of experience

15, 28%

with 15 or more years of experience

22, 42%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. PAR/ Peer program offered by Volusia County to beginning teacher/ Volusia County Schools
2. Leadership Opportunities/ Committee Chairs/Administration
3. Professional Development/ Administration
4. PLC Activities/ PLC
5. Participation in District Job Fair and Recruitment Activities

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

PLC and grade level meetings provide the opportunity for new teachers to collaborate with experienced teachers in their grade levels. New teachers are assigned a PAR to assist in navigating the first year of teaching.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school's MTSS follows the PST process. An integral element of this process is the data collected. Pine Trail uses this data as an intervention tool to help plan effective core instruction in both small group and individual settings.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Team members will be able to locate and utilize on-site teaching resources as it applies to both group and individual teaching opportunities. Data is used to drive the individual, class and school wide instructional concerns. Each member will also be responsible for a plan to monitor progress in all the targeted areas indicated.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS will meet regularly throughout the year to identify students with academic and behavioral needs. The team will also be responsible for monitoring the outcomes of interventions that are already in place.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

- *Pinnacle/ all academic subject areas
- *Data Warehouse
- * District assessments
- *Formative assessments
- *FAIR
- *DRAs
- *Discipline data/referrals

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based MTSS Leadership will share data collected with teachers and parents as needed. The data-based meetings will take place throughout the school year. School reports, such as those found in Pinnacle, will aid in the planning of a data based framework.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 0

1. In the Extended Day program, students have access to adult assistance in their core academic subjects.
2. There are "clubs" offered after school hours, such as a Writing Club and a Technology club.
3. Teachers meet once a week in grade level or PLC's to collaborate and share data.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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. Writing Club - Portfolio's are kept to show student's progres; Technology Club - Teacher rotates among students, monitoring progress and offering instructional oppotunites for technological growth.
3. Teachers share data during meetings that facilitates instructional plans/goals that need to be met.

Who is responsible for monitoring implementation of this strategy?

1. The director of the program and individual teachers.
2. The individual teachers that lead the clubs.
3. All teachers, typically divided into grade levels.

Strategy: Summer Program

Minutes added to school year: 5,280

Summer school is offered as an intensive remediation for students in the area of Reading.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers collect data from testing/assessments done during the summer classes. This data is compiled into a portfolio.

Who is responsible for monitoring implementation of this strategy?

The summer school teachers and administrators are responsible for data collected.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lisa Gilbert	Kindergarten
Stephanie Hajdin	First Grade
Amanda Burgess	Second Grade
Stefanie Larkin	Third Grade
Christina Claudio	Fourth Grade
Ken O'Brien	Fifth Grade
Katherine Grindle	Gifted
Denise Barnes	Special Area
Gwen Moore	ESE

How the school-based LLT functions

The grade level representatives will meet to discuss to areas of success, needed improvement, and strategies for our Literacy initiative. The teachers on this team will also be responsible for sharing this information with their grade level teams.

Major initiatives of the LLT

A major initiative will be for the team to identify sub-groups within our school population that need and will benefit from strategies for success in the classroom and on standardized tests.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In the spring of each school year Pine Trail offers Kindergarten orientation to incoming students that are in our zone. We post a notice on our school website and in the local paper.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NA

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	69%	No	81%
American Indian				
Asian	87%	86%	No	88%
Black/African American	41%	40%	No	47%
Hispanic	69%	60%	No	72%
White	83%	71%	No	84%
English language learners				
Students with disabilities	42%	23%	No	48%
Economically disadvantaged	59%	53%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	27%	35%
Students scoring at or above Achievement Level 4	147	40%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	218	60%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	54	50%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	57	45%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	34	29%	32%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	61%	No	75%
American Indian				
Asian	91%	86%	No	92%
Black/African American	30%	32%	Yes	37%
Hispanic	63%	48%	No	67%
White	75%	63%	No	78%
English language learners				
Students with disabilities	36%	21%	No	42%
Economically disadvantaged	56%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	35%	42%
Students scoring at or above Achievement Level 4	94	26%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	265	73%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	77	71%	75%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	26%	28%
Students scoring at or above Achievement Level 4	39	35%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		
Participation in STEM-related experiences provided for students	109		

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0		
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We enjoy active parent participation in a variety of available options. We hope to see our PTA continue its current level of success. We would like to see even more parent volunteers at our school wide functions and an increase number of parents on our SAC committee.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
We hope to increase our parent involvement by 10 % for the current school year.	148	90%	100%

Goals Summary

- G1.** Scores on third grade standardized tests dropped significantly last year in Math. Our goal is to track this group of students for the next two years in Math. In addition to academics, student behavior will also be monitored.
- G2.** Students with disabilities subgroup will increase overall scores in both Math and Reading on standardized testing.
- G3.** Kindergarten- grade five teachers will have knowledge of all grade level writing expectations. They will engage students in cohesive writing instruction in order to increase writing scores.

Goals Detail

G1. Scores on third grade standardized tests dropped significantly last year in Math. Our goal is to track this group of students for the next two years in Math. In addition to academics, student behavior will also be monitored.

Targets Supported

Resources Available to Support the Goal

- Gradebook will be a tool to consistently communicate grades with parents.
- Teachers will use a variety of technology based learning tools, including, but not limited to, Gizmos, Reflex Math, Sumdog and FCAT Explorer.
- Teachers will be asked to have an open line of communication with parents to discuss any behavior issues as they arise. At team level meetings teachers will share behavior strategies that are working in the classrooms.

Targeted Barriers to Achieving the Goal

- Absenteeism
- Poverty, quality of home life

Plan to Monitor Progress Toward the Goal

This goal's progress will be monitored on a regular basis with meetings set up and established for this purpose.

Person or Persons Responsible

Teachers/Team leaders, Administrators

Target Dates or Schedule:

Throughout the school year during team level meetings. Determination may be made to progress to PST meetings.;

Evidence of Completion:

The end of year progress of targeted student's will be documented and discussed.

G2. Students with disabilities subgroup will increase overall scores in both Math and Reading on standardized testing.

Targets Supported

Resources Available to Support the Goal

- ESE teachers, additional training for General Education teachers, training offered for parent volunteers, specific time blocks set aside for specific remediation

Targeted Barriers to Achieving the Goal

- Students are generally two years below grade level, making it very difficult to perform well on grade level tests. Behavior problems may be an issue, thus taking away from instructional time.

Plan to Monitor Progress Toward the Goal

Scores will be monitored

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Collected data will be analyzed at the end of the school year and progress will be charted.

G3. Kindergarten- grade five teachers will have knowledge of all grade level writing expectations. They will engage students in cohesive writing instruction in order to increase writing scores.

Targets Supported

- Writing

Resources Available to Support the Goal

- Resources will include PLC meetings, Writing examples (anchor papers), Writing Club, Parent Night, entire school prompt and Lesson Study.

Targeted Barriers to Achieving the Goal

- Time allocation

Plan to Monitor Progress Toward the Goal

Writing scores studied and compared throughout the year

Person or Persons Responsible

Classroom teacher and students

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Scores will continue to increase or show improvement as the year progresses.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Scores on third grade standardized tests dropped significantly last year in Math. Our goal is to track this group of students for the next two years in Math. In addition to academics, student behavior will also be monitored.

G1.B1 Absenteism

G1.B1.S1 We plan to have the Social Worker check on students that begin to show consistent trends in attendance. Pine Trail will not wait for the fifteenth day absence to occur before notifying the parents. We will be much more pro-active with these students by beginning interventions earlier.

Action Step 1

Student attendance will be monitored and responded to more efficiently.

Person or Persons Responsible

School social worker, administrators, teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Decrease of student absenteeism.

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

Tracking of third grade attendance will show a decrease in absenteeism.

Person or Persons Responsible

Teachers and PTE office employees.

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Attendance records will be monitored of targeted students.

Plan to Monitor Effectiveness of G1.B1.S1

Analyze attendance data collected throughout the school year.

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

The number of students with multiple absences will decrease.

G1.B2 Poverty, quality of home life

G1.B2.S1 Identified students will be given time during the day to use school computers, make up missing work and receive remedial instruction. Needed supplies will be given to these students free of charge.

Action Step 1

Poor quality of home life will be addressed

Person or Persons Responsible

Teachers, Administrators, Social Worker

Target Dates or Schedule

Ongoing process throughout the school year

Evidence of Completion

The academic success of targeted students will be documented via test scores and class reports.

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

Strategies to help in economically disadvantaged students at our school.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

During PLC meetings, administrators will discuss accommodations that are provided to students with poor quality home lives.

Plan to Monitor Effectiveness of G1.B2.S1

Test scores of targeted students will be monitored and discussed

Person or Persons Responsible

Teachers and administrators, social worker if necessary

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Data will be kept on these students that will determine if academic achievement correlates with the strategies provided.

G2. Students with disabilities subgroup will increase overall scores in both Math and Reading on standardized testing.

G2.B1 Students are generally two years below grade level, making it very difficult to perform well on grade level tests. Behavior problems may be an issue, thus taking away from instructional time.

G2.B1.S1 Strategies include additional tutoring during school and after school hours. These students will be focused on during the WTI.

Action Step 1

Additional tutoring will take place during school and after school hours. WTI will also be a key component in this initiative.

Person or Persons Responsible

Classroom teachers (including ESE), trained volunteers

Target Dates or Schedule

At regularly scheduled intervals throughout the school year

Evidence of Completion

Administration will periodically check to be sure that these students are receiving the extra tutoring and WTI time.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Evidence/data collected will support that the tutoring and WTI have occurred.

Person or Persons Responsible

Administration will collect data kept by teachers and tutors throughout the school year.

Target Dates or Schedule

Throughout the school year at specifically agreed upon times.

Evidence of Completion

Administrative observation.

Plan to Monitor Effectiveness of G2.B1.S1

Students with disabilities test scores throughout the school year

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Throughout the school year

Evidence of Completion

There will be a compilation of data for all students with disabilities.

G3. Kindergarten- grade five teachers will have knowledge of all grade level writing expectations. They will engage students in cohesive writing instruction in order to increase writing scores.

G3.B1 Time allocation

G3.B1.S1 Teachers will create a writing center within their reading areas in the classroom. Students may then participate in the writing process without allocating additional time for instruction.

Action Step 1

Teachers will create a designated writing area within their classrooms to encourage continual writing opportunities.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Writing folders will be kept for each child so that writing progress may be monitored.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Writing centers have been established in classrooms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Folders with student writing compiled throughout the year.

Plan to Monitor Effectiveness of G3.B1.S1

Writing scores will improve on class, county and state wide prompts

Person or Persons Responsible

Classroom teachers and administrators

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

End of year writing scores

G3.B1.S2 A Writing Workshop will be offered to Pine Trail teachers on an early release Wednesday.

Action Step 1

Provide workshop for teachers to gain skills that will help improve students' writing.

Person or Persons Responsible

Pine Trail teachers and workshop leader

Target Dates or Schedule

Designated Early Release Wednesday

Evidence of Completion

Sign in sheet indicating teachers that attended the workshop

Facilitator:

A workshop leader chosen by the administration

Participants:

Open to all Pine Trail teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Workshop will take place at Pine Trail.

Person or Persons Responsible

Pine Trail administrators

Target Dates or Schedule

Early Release Wednesday

Evidence of Completion

Sign in sheets will be evidence of attendance

Plan to Monitor Effectiveness of G3.B1.S2

Teachers will show evidence in plans and student products that workshop strategies are being used in the classroom.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

From the date of the workshop through the end of the school year

Evidence of Completion

Student portfolios

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. Kindergarten- grade five teachers will have knowledge of all grade level writing expectations. They will engage students in cohesive writing instruction in order to increase writing scores.

G3.B1 Time allocation

G3.B1.S2 A Writing Workshop will be offered to Pine Trail teachers on an early release Wednesday.

PD Opportunity 1

Provide workshop for teachers to gain skills that will help improve students' writing.

Facilitator

A workshop leader chosen by the administration

Participants

Open to all Pine Trail teachers

Target Dates or Schedule

Designated Early Release Wednesday

Evidence of Completion

Sign in sheet indicating teachers that attended the workshop