Pine Trail Elementary School

2019-20 Schoolwide Improvement Plan

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Pine Trail Elementary School

300 AIRPORT RD, Ormond Beach, FL 32174

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

Demographics

Principal: Charles Bynum D

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: B (58%) 2016-17: A (72%) 2015-16: A (63%) 2014-15: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	A

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Provide the school's vision statement.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Fisher, Tami	Principal	
Whittley, Jody	Assistant Principal	
Larkin, Stephanie	Teacher, K-12	
Hajdin, Stephanie	Teacher, K-12	
Reamer, Chris	Teacher, K-12	
Grindle, Katherine	Instructional Coach	
Reynolds, Kathy	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	111	94	104	136	99	135	0	0	0	0	0	0	0	679
Attendance below 90 percent	11	8	11	18	11	15	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	10	7	25	0	0	0	0	0	0	0	42

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	2	6	0	0	0	0	0	0	0	13

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	1	11	3	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

51

Date this data was collected or last updated

Thursday 9/5/2019

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	7	6	12	13	7	9	0	0	0	0	0	0	0	54
One or more suspensions	0	6	4	7	4	5	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	0	2	6	2	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	10	7	25	0	0	0	0	0	0	0	42

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	7	4	9	0	0	0	0	0	0	0	23

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	70%	56%	57%	73%	55%	55%
ELA Learning Gains	67%	56%	58%	69%	53%	57%
ELA Lowest 25th Percentile	53%	46%	53%	63%	44%	52%
Math Achievement	79%	59%	63%	79%	62%	61%
Math Learning Gains	85%	56%	62%	82%	58%	61%
Math Lowest 25th Percentile	69%	43%	51%	60%	47%	51%
Science Achievement	69%	57%	53%	75%	59%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	111 (0)	94 (0)	104 (0)	136 (0)	99 (0)	135 (0)	679 (0)
Attendance below 90 percent	11 ()	8 ()	11 ()	18 ()	11 ()	15 ()	74 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
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)	0 (0)	10 (0)	7 (0)	25 (0)	42 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	58%	15%	58%	15%
	2018	65%	56%	9%	57%	8%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	66%	54%	12%	58%	8%
	2018	71%	54%	17%	56%	15%
Same Grade Comparison		-5%				
Cohort Comparison		1%				
05	2019	67%	54%	13%	56%	11%
	2018	72%	51%	21%	55%	17%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	60%	14%	62%	12%
	2018	65%	58%	7%	62%	3%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	77%	59%	18%	64%	13%
	2018	73%	60%	13%	62%	11%
Same Grade Comparison		4%				
Cohort Comparison		12%				
05	2019	79%	54%	25%	60%	19%
	2018	78%	57%	21%	61%	17%
Same Grade Comparison		1%				
Cohort Comparison		6%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	67%	56%	11%	53%	14%
	2018	67%	56%	11%	55%	12%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	60	56	40	71	68	8				
ASN	83	64		100	100						
BLK	29	53	36	32	71	58	27				
HSP	71	67		69	75						
MUL	65	70		88							
WHT	76	69	60	85	86	72	70				
FRL	62	67	54	71	81	69	58				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	30	22	28	30	19	21				
ASN	92			92							
BLK	24	29		42	57						
HSP	63	46		67	69						
MUL	63	73		63	82						
WHT	73	59	44	76	65	28	72				
FRL	61	51	34	65	59	36	56				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	43	47	24	39	25	31				
BLK	28	50		50	67						
HSP	67	60		78	70						
MUL	56			69							
WHT	77	70	61	81	84	59	77				
FRL	65	63	63	70	77	57	61				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall our lowest performance was in the content area of ELA. While our scores in ELA Achievement and Learning Gains exceeded the District and State averages, our ELA lowest 25th percentile only met the State average of 53% even with a 17% increase from the previous year. This year we will focus on ELA Achievement, based on the decrease in the percent proficient for 4th and 5th graders, and ELA Learning Gains for Lowest 25th percentile, based on not exceeding the State average. While our efforts last year did produce favorable results In all categories, exceeding that of the prior year, we need to dial in our focus to emphasize ELA when looking at core instruction and small group remediation/intervention.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our school averages for both school accountability and ESSA increased in all categories/subgroups. To find any area of decline the data had to be dis-aggregated by grade level. In the grade level break down, grades 4th and 5th had a decline in the percent proficient in ELA. This is attributed to a greater emphasis being placed on mathematics in tutoring, lack of a textbook to support ELA instruction and test fatigue.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Pine Trail surpassed the state averages in all school grade components except ELA Learning Gains for the Lowest Quartile in which we equaled the state at 53%.

Which data component showed the most improvement? What new actions did your school take in this area?

Mathematics Learning Gains of the Lowest Quartile yielded the greatest improvement with a 34 percentage point increase from 35% to 69%. Pine Trail focused on coherence of content vocabulary as well as small group intervention/remediation before, during and after-school.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

attendance

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase percentage of ELA Achievement
2. Increase the percentage of ELA Learning Gains for Lowest 25th Percentile
3. Increase performance of ESSA subgroup Black/African American
4. Increase performance of ESSA subgroup Students with Disabilities
5. Improve student attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement
Rationale	As a result of our Needs Assessment and Analysis it revealed that our ELA Achievement was at 70%, ELA Learning Gains was at 67% and the Lowest Quartile performed at 53% which was at or well above district and state averages. Our SLT decided to focus on ELA Achievement due to the fact that the percent proficient declined in both grades four and five. Further analysis revealed that although the subgroups of Black/African-American and Students With Disabilities surpassed the ESSA target of 41 Federal Index Points, SLT felt additional improvement was needed within these targeted groups.
State the measurable outcome the school plans to achieve	Increase ELA Achievement from 70% to 75%
Person responsible for monitoring outcome	Tami Fisher (tpfisher@volusia.k12.fl.us)
Evidence-based Strategy	Teacher-led Small Group Instruction
Rationale for Evidence-based Strategy	According to John Hattie, small group instruction has a .49 effect size. FL Center for Reading Research (FCRR) and Just Read Florida recommends small group instruction to help differentiate core instruction and provide intervention for struggling students in a timely manner.
Action Step	
Description	1. Review Lowest Quartile Data to finalize the master schedule focused on the proper placement of students for interventions, ESE, and ELL support. 2. Facilitate PL on small group instruction 3. Facilitate PL on Gradual Release 4. Administer i-Ready Diagnostic to establish base-line data 5. Conduct PLCs monthly for data chats focused on reviewing student groupings and planning for interventions 6. Academic Coach will conduct coaching cycles to support ELA Tier 1 instruction
Person Responsible	Tami Fisher (tpfisher@volusia.k12.fl.us)

#2	
Title	ELA Learning Gains of Lowest Quartile
Rationale	Although ELA Learning Gains of the Lowest Quartile significantly increased from 36% to 53%, this area yielded our lowest percentage score of all accountability components.

State the measurable outcome the school plans to achieve	Pine Trail Elementary will increase the percentage of learning gains for ELA Lowest Quartile from 53% to 60% based on school accountability data for the 2019-2020 school year.
Person responsible for monitoring outcome	Tami Fisher (tpfisher@volusia.k12.fl.us)
Evidence-based Strategy	small-group instruction
Rationale for Evidence-based Strategy	According to John Hattie, small group instruction has a .49 effect size. FL Center for Reading Research (FCRR) and Just Read Florida recommends small group instruction to help differentiate core instruction and provide intervention for struggling students in a timely manner.

Action Step	
Description	1. Review Lowest Quartile Data to finalize the master schedule focused on the proper placement of students for interventions, ESE, and ELL support. 2. Facilitate PL on small group instruction 3. Facilitate PL on Gradual Release 4. Administer i-Ready Diagnostic to establish base-line data 5. Conduct PLCs monthly for data chats focused on reviewing student groupings and planning for interventions 6. Academic Coach will conduct coaching cycles to support ELA Tier 1 instruction
Person Responsible	Tami Fisher (tpfisher@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Pine Trail Elementary builds positive relationships with its families and effectively communicates the school's mission. One way we accomplish this is by working closely with our PTA to host several family involvement events on and off campus. One effective way we acquire stakeholder input 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 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. Pine Trail Elementary also has a Facebook page and a PTA page dedicated to school communication as well as a school website. These methods of communication, along with emails, phone calls, and conferences allow parents an opportunity to become an active participant in their child's education. In addition, parents will be provided a password so that they can access the electronic grade book to monitor their child's academic progress. 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. Additionally, 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 along the fence line.

PFEP Link

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

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 food program
• Chrysalis Mental Health Counseling provides mental health counseling on campus to identified students
• Teachers have been trained in and are implementing Sanford Harmony SEL program

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

Pine Trail Elementary hosts Kindergarten Orientation in April of the previous school year affording incoming Kg students an opportunity to see the school and Kg classrooms. Kindergarten teachers voluntarily facilitate "Kindergarten Round Up" each year prior to the start of the school year where all parents of incoming Kg students are encouraged to bring their child in for quick Kg readiness assessments to provide a baseline of academic performance and balanced class distributions.
For exiting fifth graders, Pine Trail Elementary hosts the middle school counselors who facilitate schedule planning and course selection for sixth grade. In addition, we communicate respective middle schools sixth grade orientation information and encourage our fifth graders to attend.

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 teacher leaders from each grade level. This team meets weekly to identify teacher/student needs and determine how to best meet the identified needs. The 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 performance data and determine the type of interventions that would be most 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 Elementary. 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.

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

N/A

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Achievement				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0821 - Pine Trail Elementary School	UniSIG		$2,500.00
			Notes: Planning and implementing small group remediation/intervention before, after and during the school day.			
2	III.A.	Areas of Focus: ELA Learning Gains of Lowest Quartile				$0.00
					Total:	$2,500.00