Pine Trail Elementary School

2022-23 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: 7/5/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2021-22 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	2021-22: A (64%) 2018-19: A (70%) 2017-18: B (58%)
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	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	78%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Sojka, Michelle	Principal	Instructional leader of Pine Trail Elementary
Whittley, Jody	Assistant Principal	Assistant Instructional leader of Pine Trail
Larkin, Stephanie	Instructional Coach	Supports teachers with instructional planning, modeling lesson delivery, development of common assessments, and classroom management
Reynolds, Kathy	Teacher, K-12	Classroom Teacher of Gifted 5th grade
Kester, Jason	Teacher, K-12	Classroom Teacher of Gifted 4th Grade
Knorr, April	Teacher, K-12	Primary Teacher - 2nd grade
Gilbert, Sandra	Teacher, ESE	ESE Support Facilitation Teacher
Witter, Doug	Teacher, K-12	Primary Teacher - Kindergarten
Reamer, Chris	Teacher, K-12	Primary Teacher - 1st grade
Wood, Samantha	Teacher, K-12	Classroom Teacher of Gifted 3rd grade

Demographic Information

Principal start date

Tuesday 7/5/2022, Charles Bynum D

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

33

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

699

Identify the number of instructional staff who left the school during the 2021-22 school year.

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	133	101	117	117	97	128	0	0	0	0	0	0	0	693
Attendance below 90 percent	26	16	17	12	16	22	0	0	0	0	0	0	0	109
One or more suspensions	9	4	5	3	4	9	0	0	0	0	0	0	0	34
Course failure in ELA	0	0	0	3	6	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	1	3	1	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	13	15	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	11	23	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	14	3	8	14	5	12	0	0	0	0	0	0	0	56

Using the table above, complete the table below with the number of students by current grade level who have 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	8	1	2	11	10	16	0	0	0	0	0	0	0	48

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/23/2022

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	
Number of students enrolled	83	77	88	66	103	96	0	0	0	0	0	0	0	513
Attendance below 90 percent	0	1	0	2	1	0	0	0	0	0	0	0	0	4
One or more suspensions	1	0	2	3	3	7	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	2	1	0	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	3	3	2	8	10	0	0	0	0	0	0	0	27

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	1	0	0	2	0	0	0	0	0	0	0	3

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	1	0	1	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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**	
Number of students enrolled	83	77	88	66	103	96	0	0	0	0	0	0	0	513
Attendance below 90 percent	0	1	0	2	1	0	0	0	0	0	0	0	0	4
One or more suspensions	1	0	2	3	3	7	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	2	1	0	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	3	3	2	8	10	0	0	0	0	0	0	0	27

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	1	0	0	2	0	0	0	0	0	0	0	3

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	1	0	1	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	70%	53%	56%				70%	56%	57%
ELA Learning Gains	72%						67%	56%	58%
ELA Lowest 25th Percentile	56%						53%	46%	53%
Math Achievement	74%	42%	50%				79%	59%	63%
Math Learning Gains	65%						85%	56%	62%
Math Lowest 25th Percentile	43%						69%	43%	51%
Science Achievement	71%	55%	59%				69%	57%	53%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	58%	15%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	66%	54%	12%	58%	8%
Cohort Comparison		-73%				
05	2022					
	2019	67%	54%	13%	56%	11%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	60%	14%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	77%	59%	18%	64%	13%
Cohort Comparison		-74%				
05	2022					
	2019	79%	54%	25%	60%	19%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	67%	56%	11%	53%	14%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	36	51	42	43	37	30	40				
ASN	90			90							
BLK	31	48	29	34	52	44	18				
HSP	72	67		72	78		69				
MUL	82	77		68	31		80				
WHT	73	76	69	79	69	44	77				
FRL	60	65	53	62	58	38	57				

2021 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 2019-20	C & C Accel 2019-20
SWD	39	50	38	52	81	75	42				
BLK	32	25		45	50		15				
HSP	72			72							
MUL	83			89							
WHT	79	67	61	86	74	69	79				
FRL	66	60	35	74	66	65	53				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our Needs Assessment and Data Analysis revealed that our ELA Proficiency decreased by 4 points to 70%. However, we did show significant increases in Learning Gains. Our ELA Learning gains increased by 8 points to 72% while our Lowest Quartile increased 10 points to 56. Further analysis revealed that the ESSA Subgroup of BLK yielded the following scores - increase in proficiency to 32%, decrease in learning gains to 25%, and a decrease LQ Learning gains to 13%. The ESSA Subgroup SWD yielded the following scores - increase in proficiency to 37%, decrease in learning gains to 47%, and a decrease LQLearning gains to 33%. In reviewing End-of-Year IReady data, all grades met or exceeded 100% progress toward Typical growth with 3rd and 5th showing the most growth at 146%.

Our Math Proficiency decreased by 7 percentage points to 74%. Our Math Learning gains decreased by 7 percentage points to 65% while our Lowest Quartile decreased 24 percentage points to 43%. Further analysis revealed that the ESSA Subgroup of BLK yielded the following scores - increase in proficiency to 45%, decrease in learning gains to 50%, and a decrease LQ Learning gains to 50%. The ESSA Subgroup SWD yielded the following scores - increase in proficiency to 51%, increase in learning gains to 80%, and a increase LQ Learning gains to 75%. In reviewing End-of-Year IReady data, all grades met or exceeded 88% progress toward Typical growth with 5th showing the most growth at 156%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest area of need for improvement is in our Math Lowest Quartile - Math Achievement (-7), Math Learning Gains (-7), Math LQ Learning gains (-24).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In previous years, the SIP was built around making gains in ELA. We need to include an Area of Focus on Math in order to refocus our attention on student achievement in Math. Teachers will receive ongoing Professional Development on the effective implementation of our new math series, Big Ideas In Math.

Teachers will plan instruction that aligns with new B.E.S.T. benchmarks and utilize the Big Ideas in Math instructional resources. We will continue to support teachers as they seek to increase their understanding of the new Math B.E.S.T benchmarks as well as how to utilize our new math series, Big Ideas in Math, to increase student achievement

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA Learning gains (+8) and ELA LQ Learning Gains (+10)

What were the contributing factors to this improvement? What new actions did your school take in this area?

Intentional instruction in ELA and implementation of Benchmark Advance Intervention resources as well as intense focus on student achievement on ELA district assessments and IReady

What strategies will need to be implemented in order to accelerate learning?

Increase opportunities for collaborative planning to assist with providing standards-aligned instruction Also, grades K - 2 will continue to utilize SIPPS as a primary resource for W-T-I. In order to support teachers as they work to make the most effective use of our newly adopted instructional materials (Benchmark Advance for ELA and Big Ideas in Math for math), professional development will be provided during PLCs and ERPLs as well as through Coaching Cycles. Teachers will recieve feedback in various ways, and they will participate in learning walks to support best practice,

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be provided in implementation of Benchmark Advance resources, Big Ideas in math resources, effective small group structures, and MTSS during PLCs and ERPLs as well as through Coaching Cycles. Teachers will recieve feedback in various ways, and they will participate in learning walks to support best practice,

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Provide after school tutoring to support students struggling to master grade level standards (Contingent upon availablity of grant funding)

We will implement PBIS and other restorative practices school-wide in order to improve climate and culture here at Pine Trail Elementary School.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our Needs Assessment and Data Analysis revealed that our ELA Proficiency decreased by 4 points to 70%. However, we did show significant increases in Learning Gains. Our ELA Learning gains increased by 8 points to 72% while our Lowest Quartile increased 10 points to 56%. Further analysis revealed that the ESSA Subgroup of BLK yielded the following scores - increase in proficiency to 32%, decrease in learning gains to 25%, and a decrease LQ Learning gains to 13%. The ESSA Subgroup SWD yielded the following scores - increase in proficiency to 37%, decrease in learning gains to 47%, and a decrease LQ Learning gains to 33%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase overall ELA Achievement by 2 percentage points to 72%. Increase ELA Learning Gains by 2 percentage points to 74% and increase ELA LQ Learning Gains by 2 percentage points to 58%. Coaching cycles will be implemented based on teacher need as demonstrated through weekly classroom observations and student performance data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through frequent classroom observations by School-based Administrators, the Academic Coach, and District staff using a walkthrough tool with specific ELA Look-fors as well as data chats to determine instructional adjustments needed to impact student growth. Student scores yielded on district assessments will be monitored utilizing correlating percentages of a 72% threshold for proficiency. Coaching cycles will be implemented based on teacher need as demonstrated through weekly classroom observations and student performance data.
Person responsible for monitoring outcome:	Michelle Sojka (masojka@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will use elements of teacher clarity, implementation strategies to Integrate with Prior Knowledge, and effective Teacher-led small group instruction. We will monitor these strategies through frequent walkthroughs by school-based Instructional Leaders. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing ultimately providing a positive impact on students' learning and assisting with next steps. Teacher clarity has an effect size of .84 and the implementation of Strategies to Integrate with Prior Knowledge .93 At .84 and .93, it is likely that the impact on students will be significantly greater than average when these strategies are implemented with fidelity. Small Group Instruction has an effect size ranging from .57 - .66 according to John Hattie. FL Center for Reading Research (FCRR) and Just Read Florida recommends

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	small group instruction to help differentiate core instruction and provide intervention for struggling students in a timely manner. John Hattie describes Teacher Clarity and excellent teachers as those who: • Have appropriately high expectations • Share their notions of success criteria with students • Ensure there is constructive alignment between lesson, task and the assignment • Provide welcome feedback about where to move next John Hattie describes Strategies to Integrate with Prior Knowledge and excellent teachers as those who: • Establish connections between a text and students' prior knowledge • Discover from students what they already know and build on that initial knowledge • Find out the connections and experiences students already have with a particular topic and build new connections Effective Small Group Instruction has an effect size ranging from .57 - .66 according to John Hattie. 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 Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share the data examined by the SLT that determined the need for implementation of teacher clarity and strategies to Integrate with Prior Knowledge with the entire faculty and staff

Person Responsible	Michelle Sojka (masojka@volusia.k12.fl.us)

Provide ongoing professional learning on the implemention of Benchmark Resources during PLCs and Teacher Duty Days

Person Responsible	Stephanie Larkin (salarkin@volusia.k12.fl.us)

Conduct Collaborative Team Planning that includes planning for alignment with the standard/benchmark, the lesson, the tasks including what strategies will be used to activate prior knowledge, and the assessment. Planning will also include teachers "doing the work to know the work" to provide work examples that illustrate desired outcomes for students.

Person Responsible	Michelle Sojka (masojka@volusia.k12.fl.us)

Facilitate PLCs focused on responding to students' assessment data. Discuss the fidelity in implementing strategies to Integrate with Prior Knowledge adn improving teacher clarity. Develop next steps and ideas for instruction. Determine students who need additional interventions to be successful and review progress of students previously identified as needing support. Identify students who have mastered grade level standards and need enrichment to reach full potential.

Person Responsible	Stephanie Larkin (salarkin@volusia.k12.fl.us)

Monitor implementation of differentiated instruction for identified students through ongoing Administrative Walk-throughs & feedback

Person Responsible	Michelle Sojka (masojka@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our Needs Assessment and Data Analysis revealed that our Math Proficiency decreased by 7 percentage points to 74%. Our Math Learning gains decreased by 7 percentage points to 65% while our Lowest Quartile decreased 24 percentage points to 43%. Further analysis revealed that the ESSA Subgroup of BLK yielded the following scores - increase in proficiency to 45%, decrease in learning gains to 50%, and a decrease LQ Learning gains to 50%. The ESSA Subgroup SWD yielded the following scores - increase in proficiency to 51%, increase in learning gains to 80%, and a increase LQ Learning gains to 75%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase overall Math Achievement by 4 percentage points to 78%. Increase Math Learning Gains by 5 percentage points to 70% and increase Math LQ Learning Gains by 7 percentage points to 50%. Coaching cycles will be implemented based on teacher need as demonstrated through weekly classroom observations and student performance data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through frequent classroom observations by School-Based Administrators, the Academic Coach, and District staff using a walkthrough tool with specific Math Look-fors as well as data chats to determine instructional adjustments needed to impact student growth. Coaching cycles will be implemented based on teacher need as demonstrated through weekly classroom observations and student performance data.
Person responsible for monitoring outcome:	Michelle Sojka (masojka@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Our evidenced based strategies will be elements of teacher clarity and implementation strategies to Integrate with Prior Knowledge. We will monitor these strategies through frequent walkthroughs by the school-based administrators and the Academic Coach. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing ultimately providing a positive impact on students' learning and assisting with next steps. Teacher clarity has an effect size of .84 and the implementation of Strategies to Integrate with Prior Knowledge .93. At .84 and .93, it is likely that the impact on students will be significantly greater than average when teacher clarity and strategies to integrate with prior knowledge are implemented with fidelity.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	John Hattie describes Teacher Clarity and excellent teachers as those who: • Have appropriately high expectations • Share their notions of success criteria with students • Ensure there is constructive alignment between lesson, task and the assignment • Provide welcome feedback about where to move next John Hattie describes Strategies to Integrate with Prior Knowledge and excellent teachers as those who: • Establish connections between a text and students' prior knowledge • Discover from students what they already know and build on that initial knowledge • Find out the connections and experiences students already have with a particular topic and build new connections Effective Small Group Instruction has an effect size ranging from .57 - .66 according to John Hattie. By using small group instruction, teachers are better able to differentiate core instruction and provide intervention for struggling students in a timely manner.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share the data examined by the SLT that determined the need for implementation of teacher clarity and strategies to Integrate with Prior Knowledge with the entire faculty and staff

Person Responsible	Michelle Sojka (masojka@volusia.k12.fl.us)

Provide ongoing professional learning on the implementation of Big Ideas in Math and effective small group instruction during PLCs and Teacher Duty Days.

Person Responsible	Stephanie Larkin (salarkin@volusia.k12.fl.us)

Conduct Collaborative Team Planning that includes planning for alignment with the standard/benchmark, the lesson, the tasks including what strategies will be used to activate prior knowledge, and the assessment. Planning will also include teachers "doing the work to know the work" to provide work examples that illustrate desired outcomes for students.

Person Responsible	Stephanie Larkin (salarkin@volusia.k12.fl.us)

Facilitate PLCs focused on responding to students' assessment data. Discuss the fidelity in implementing strategies to Integrate with Prior Knowledge and improving teacher clarity. Develop next steps and ideas for instruction. Determine students who need additional interventions to be successful and review progress of students previously identified as needing support. Identify students who have mastered grade level standards and need enrichment to reach full potential.

Person Responsible	Stephanie Larkin (salarkin@volusia.k12.fl.us)

Monitor implementation of differentiated instruction for identified students through ongoing Administrative Walk-throughs & feedback

Person Responsible	Michelle Sojka (masojka@volusia.k12.fl.us)

#3. Positive Culture and Environment specifically relating to PBIS	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus is aligned to the District Strategic Plan Goal 3: Provide a safe, healthy, and supportive environment. At Pine Trail Elementary, student behaviors, such as physical aggression, substantially increased during the 2021-2022 school year as indicated by increases in incidents of physical aggression resulting in increases in Office Discipline Referrals for hitting and striking actions. There was a total of 484 discipline events where 9% (42) resulted in out of school suspensions. When comparing the discipline data to the previous year, there was a total of 274 discipline events where 10% (27) resulted in out of school suspensions. This data indicates a 57% increase in Office Discipline Referrals and a 64% increase in out-of-school suspensions.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2021-22 SY, 31.58% of VCS schools indicated an ineffective Core behavioral instruction & fidelity. Pine Trail Elementary was not identified as a PBIS implemented school during the 2021-2022 school year. Our goal will be to implement an effective Core behavioral instruction program during the 2022-2023 SY. We will utilize PBIS Implementation Checklist data & Benchmarks of Quality data to progress monitor fidelity of implementation with a focus on reducing Discipline Referrals and suspensions of all student subgroups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored in the fall, spring and year's end through the implementation checklists and Benchmarks of Quality surveys. Office Discipline Referrals will be monitored by school-based administrators and reviewed during school level PBIS PLCs to increase core instruction in behavior for all students.
Person responsible for monitoring outcome:	Jody Whittley (jlwhittl@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy being implemented is a multi-disciplinary approach through a district-wide MTSS framework. The outcomes will be measured and monitored: - Discipline referrals will be monitored by the school-based administrators, MTSS team and by the school-based PBIS PLC monthly. - Fidelity checklists will be monitored by the MTSS and PBIS teams for progress monitoring and planning.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	PBIS is grounded in strategic analysis of data collected through Progress Monitoring and Data-based Decision Making. Based upon research, the PBIS Implementation Checklist is a quick checklist to assess the degree of implementation for actively implementing schools. It gives teams a sense of what has-been-done and what needs-to-be-done in the PBIS implementation process. The Benchmarks of Quality survey is intended to guide both initial implementation and sustained use of PBIS Tier 1. Kincaid, D., Childs, K., & George, H. (2010). These assessments contains 53-items divided into ten critical elements that make up an effective PBIS Tier 1 system. Completion of the BoQ produces scale and subscale scores indicating the extent to which these critical elements are in place.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

As a new Tier 1 school, Pine Trail Elementary' s PBIS team received initial training in summer, 2022. During the 2022-2023 school year, the PBIS team will monitor implementation data and outcome data to identify goals for 2023-2024 SY.

Person Responsible	Michelle Sojka (masojka@volusia.k12.fl.us)

Professional Learning through ERPLs on MTSS/PBIS systems and structures.

Person Responsible	Michelle Sojka (masojka@volusia.k12.fl.us)

Monthly PBIS PLCs closely follow Positive Behavioral Interventions & Supports (PBIS) Year-at-a-Glance 2022-23 SY for monthly PBIS Goals and activities

Person Responsible	Jody Whittley (jlwhittl@volusia.k12.fl.us)

Monthly monitoring of student discipline & observation data
Fall- Complete PBIS Implementation Checklist
Spring- Complete PBIS Implementation Checklist
End-of-Year-Complete Benchmarks of Quality and Tiered Fidelity Inventory

Person Responsible	Jody Whittley (jlwhittl@volusia.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Pine Trail Elementary School strengthens positive school culture and environment through shared visioning and community building inside and outside of school. Pine Trail stakeholders include an actively involved Parent Teacher Association and School Advisory Council. Teachers utilize Sanford Harmony for Social Emotional Learning which includes lessons in diversity, inclusion, empathy, critical thinking, communication, problem solving, and peer relationships. Last year, PTE collaborated with Nicholas Prince, Volusia County Schools Minority Achievement Specialist, to facilitate training and collaboration with teachers on restorative practices, diversity, and equity. Mr. Prince provided teachers with additional strategies to help meet the needs of students, especially the students included in the BLK subgroup. This was important as the percentage of students included in the BLK subgroup has steadily increased since 2019 due to the VCS implementation of a program that allows students from consistently underperforming schools to transfer to designated high performing schools. Many of the teachers at PTE have only taught at Pine Trail or at schools with similar demographics. Mr. Prince was instrumental in increasing awareness of the unique cultural and environmental needs of these students, thereby helping to build a positive school culture for all students. This year, we will build on that foundation. First we will review the PPT from previous trainings with our new employees. Second, we will work with our new Diversity Specialist, Tiffany Fuller, assess where we are now as a staff and determine next steps.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Michelle Sojka - Articulating a school-wide mission and set of core values

Michelle Sojka/Jody Whittley - Developing robust opportunities for community/family engagement and participation in school growth

Jody Whittley, Agnes Ingram, other PBIS Team Members - Reassess the relationship between discipline and management within the broader objective of strengthening pedagogy

Stefanie Larkin - Train staff in Restorative Practices

Jody Whittley/Sara Guinta/Melissa Woodward - Disaggregate and disseminate the Climate Survey and Panorama Survey results

Sara Guinta/Melissa Woodward - Continue facilitation of Pine Trail Elementary Life Skills awareness and development campaign, and deliver SEL instruction to assigned grade levels through whole and small group learning opportunities.

All teachers - assist school counselors with providing SEL instruction weekly