Pine Trail Elementary School

2014-15 School Improvement Plan

Pine Trail Elementary School

300 AIRPORT RD, Ormond Beach, FL 32174

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	47%

Alternative/ESE Center	Charter School	Minority
No	No	17%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Through open communication and mutual respect, Pine Trail will provide a relevant and developmentally appropriate curriculum, which reinforces life skills in a nurturing environment enabling students to become lifelong learners and productive citizens.

Provide the school's vision statement

The mission of the Pine Trail Elementary School is to provide our children with educational programs of the highest value, along with related services of worth, in an environment that is healthy, happy, and orderly. The cooperative efforts of the family, the community, and the school will guarantee to every student the opportunity to develop the knowledge and values necessary to be an informed citizen.

School Environment

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

Teachers will collaborate within their grade levels on ice breaking activities designed to learn about their students. These activities will help teachers build a positive rapport with their students and will allow teachers to learn more about the student's various backgrounds. In addition to this teachers will set beginning of the year conferences with parents to address any issues or concerns.
Students will also be invited to a beginning of the year assembly by grade level where school policies are reviewed and student concerns are addressed.

Describe how the school creates an environment where students feel safe and respected before, during and after school

School administrators and selected teachers monitor all school areas during the day. These teachers are assigned to various zones around campus. This visibility ensures that students have access to adults to express any concerns.
Pine Trail's anti-bullying program allows students to report bullying at designated areas. Student's are able fill out a form reporting the offense and drop them in boxes located around campus. These reports may be anonymous and will be investigated by an administrator or school counselor.
The school counselor will conduct student groups on topics that teachers think would benefit the students. These topics will address behavior, academic, and social issues.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All students grade K-5 will know the essential "life-skills" that they should be using throughout the day. Teachers will review the code of conduct and school policies in the beginning of the year. As a faculty we will develop protocols for discipline to ensure consistency.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school offers the following programs:
* group/individual counseling- This counseling includes, but is not limited to, bereavement, changing families, and anger management.
* D.A.R.E- Drug Abuse Resistance Education
* anti-bullying program
* Suicide Prevention Training
Throughout the school boxes will be placed for students to report bullying. These reports will be thoroughly investigated and evidence will be collected.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

It is important that Pine Trail builds a positive relationship with its families and communicates the school's mission. One way we accomplish this is by asking all families to fill out a climate survey in March. The school is then able to analyze this data and make adjustments to address areas of concern.
All Pine Trail teachers will also create a website to help inform parents of events and classroom happenings. This website along with emails, phone calls, and conferences will allow parents to become an active participant in their child's education. In addition to this parents will be provided a password so that they can access pinnacle to monitor their child's academic progress.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Pine Trail works closely with it's PTA to build partnerships with the local community. The PTA reaches out to its business partnerships to obtain funds and supplies needed during the school year. In addition to this Pine Trail has a "Fall Festival" once a year where business partners and community members are able to reach out to the public.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Persis, Susan	Principal
Harris, Tucker	Assistant Principal
O'Brien, Kenneth	Teacher, K-12
Larkin, Stephanie	Teacher, K-12
Furman, Suzanne	Teacher, K-12
Krivich, Kimberly	Teacher, K-12
Hajdin, Stephanie	Teacher, K-12
Beauregard, Paige	Teacher, K-12
Buckman, Wendy	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school based leadership team at Pine Trail consists of administration and select teachers from each grade level. This team serves as a liaison between administrators and teachers. The team is responsible for identifying school based needs as well as addressing grade level concerns. These team leaders meet with their grade levels twice a week. One of these meetings is set to address concerns and to communicate the administration's vision for student achievement while the other is a PLC meeting where curriculum and best practice is discussed. Team leaders use data to drive these discussions and encourage collaboration among the group.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Personnel- Pine Trail has a leadership team that consists of the principal, assistant principal, and select teachers from each grade level. This team meets with the administration weekly to identify teacher/student needs and determines how to best support them. This leadership team is responsible for reviewing student data, and with the help of their grade level, developing interventions and strategies to ensure each child grows academically and socially.
Instructional resources/Curricular- During weekly PLC meetings teachers collaborate on curriculum planning, share instructional strategies, and work together to build common assessments. Grade level resources are discussed and purchased with federal, state, and local funds. Requests for classroom resources are reviewed by the team leader, SAC chair, and administration before being submitted.
SAC meets monthly, and school leadership/PLC teams meet weekly.
Problem solving activities- The school improvement plan is data driven and is designed to address the needs of all students at Pine Trail. Monthly data meetings will be held within grade levels to analyze student data and determine if adjustments should be made in the SIP goals or if instruction should be modified. Student needs and concerns will also be evaluated at these meetings and team members will discuss possible strategies that could be used to accommodate the individual student.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Susan Persis	Principal
Tucker Harris	Principal
Kenneth O'Brien	Teacher
Katherine Grindle	Teacher
Deneen Mangan	Education Support Employee
Kathy Carman	Education Support Employee
Don Grindle	Business/Community
Kimberly Schandel	Teacher
Louis Colombo	Parent
Marc Wooten	Parent
Stacy Day	Parent
Jennifer Valenti	Parent
Erick Palacios	Parent
Carolyn Brunson	Parent
Jennifer Marinaccio	Parent
Joanna Kaney-Olivari	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In order to discuss last years school improvement plan we began by looking at how Pine Trail performed on the state assessments. Mr. Harris shared with the committee that we improved in all areas with the exception of our lowest quartile in math. We discussed how some of our goals were going to remain a focus of the SIP while others were going to be removed.

Development of this school improvement plan

Last year's FCAT scores and Annual Measurable Outcomes were reviewed at our first SAC meeting. We discussed the schools focus on "Thinking Maps" and how it relates to the goals of Pine Trail's school improvement plan. The SAC provides input on how these goals could be met.

Preparation of the school's annual budget and plan

Pine Trail's annual budget was discussed at the first SAC meeting. Introduced into this years budget was PTA wishlist money. Updates on the school's budget are shared and reviewed at our monthly meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds are based on requests from teachers and staff for projects that correlate with the school goals. Each request must be submitted and the person has to appear before the SAC committee to answer any questions. Each request is then reviewed and voted on by the SAC committee for approval.

Listed below are the approved expenditures:
* More Starfall Website $270
* Thinking maps training (subs) $702.49
* Writing Workshop (subs) $489.95
* Learning A-Z Web License $299.85
* GoAnimate Subsription $80
* Write from the beginning (subs) $552.64
* Japanese Math Conference- Travel Expense $915
* FAEA Conference Registration/ subs $340
* ISTE Registration $378
* ISTE Hotel $200
* ISTE Hotel $200

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Harris, Tucker	Assistant Principal
Gilbert, Lisa	Teacher, K-12
Mulcahy, Suzanne	Teacher, K-12
Houk, Ashley	Teacher, K-12
Breter, Jennifer	Teacher, K-12
Yeomans, Tiffany	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The teachers on the LLT are responsible for training the staff at Pine Trail on Thinking Maps, Write From The Beginning, and Inspire(ELA). These teachers will attend workshops for these programs and then bring back the knowledge to share with the faculty. They will also serve as mentors for those teachers that are struggling in the implementation process.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

This school year Pine Trail assigned grade level leaders to facilitate collaboration among teachers. Each grade is to meet every week to discuss items/issues that are specific to their grade and to the school in general. The grade level leader is to act as a liaison between the teachers and the administration and will share information with their team. During PLC's the grade level leader will review data and collaboratively come up with strategies to improve instruction. Teachers will be encouraged to share

successful strategies that are being used in the classroom and will create common assessments to measure the results.

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

1. Mentoring Program
2. Leadership Opportunities/ Committee Chairs/Administration
3. Professional Development/ Administration
4. PLC Activities/ PLC
5. Participation in District Job Fair and Recruitment Activites

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

PLC and grade level meetings provide the opportunity for new teachers to collaborate with experienced teachers in their grade levels. New teachers are assigned to a mentor teacher and a PAR from the district which provides assistance with difficulties that new teacher's face. This includes lessons, assessments, questioning, classroom management, etc..

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All of Pine Trail's instructional programs are aligned to the Florida standards. To ensure that teachers are following the Florida standards they are encouraged to use the district curriculum maps to guide instruction and to supplement these maps with outside sources. In addition to this team leaders review the curriculum weekly with their team during PLC's.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Pine Trail has given teachers common planning time to meet with their grade levels each week. During these meeting teachers are able to review data and discuss how to meet the needs of their diverse students. During these meetings alternative instruction is often recommended. Some examples of this would be using a computer to read text aloud, using manipulatives for math, and peer tutoring. At weekly meetings data on these student's will then be discussed to see if the strategies are working or if another strategy should be implemented.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,000

1. In the Extended Day program, students have access to adult assistance in their core academic subjects.
2. There are "clubs" offered after school hours, such as a Writing Club and a Technology club.

Strategy Rationale

1. The extended day program allows students to work in their core subjects and get assistance from staff.
2. The clubs are meant for enrichment in writing and technology.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Persis, Susan, spersis@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

1. Individual teachers are aware of their students attending Extended Day and may stay in contact with the Director/ assistants that work with the children on the rosters.
2. Writing Club - Portfolio's are kept to show student's progres; Technology Club - Teacher rotates among students, monitoring progress and offering instructional opportunites for technological growth.
3. Teachers share data during meetings that facilitates instructional plans/goals that need to be met.

Strategy: After School Program

Minutes added to school year: 0

Professional Learning Communities(PLCs)

Strategy Rationale

Teachers will have the opportunity to meet once a week in PLC's to collaborate and share data. They will also be responsible for creating common assessments to address the new standards that students will be expected to learn.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Persis, Susan, spersis@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers share data during meetings from classroom and district assessments. This data is then analyzed by the PLC to determine the success of individual students and the grade level as a whole.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

In the spring of each school year Pine Trail offers Kindergarten orientation to incoming students that are in our zone. The students then start the school year in a "staggered" start so that only a small number of students are in the room at a time. This allows the teachers to give the students more attention in the very beginning of the year.
In May, Pine Trail holds orientations for students about to enter middle school. During these orientations 5th grade students can pick electives, ask questions about their new school, and watch a video showing some of the things that they can expect in the following year. Student's that attended Pine Trail the previous year are also sent by the middle school's to help address any concerns or questions that the 5th grade student's may have.

College and Career Readiness

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

NA

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

NA

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

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All teachers will differentiate instruction that is appropriate to the learning ability of their students.

G2.   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 scores in all curriculum areas.

Strategic Goals Detail

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

G1. All teachers will differentiate instruction that is appropriate to the learning ability of their students. `1a`

`G044845`

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	75.0
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal `2`

- All intermediate teachers will be provided with math manipulatives that are aligned with the new Florida State Standards.

- The school will purchase "brain pop" and "reflex math".

- Professional Development

- After school tutoring

- Teacher mentoring program for new teachers

- Each grade level will be assigned a cart with a classroom set of ipads or laptops.

- Technology trainings

Targeted Barriers to Achieving the Goal `3`

- Lack of time

- Money

- Difficulties with younger students

Plan to Monitor Progress Toward G1. `8`

Once a month team level leaders will meet with the administration to discuss data.

Person Responsible
Tucker Harris

Schedule
Monthly, from 9/15/2014 to 6/1/2015

Evidence of Completion
Teachers will monitor the students that require differentiated instruction to determine if they are being effective. Weekly tests will be collected and reviewed to determine if the child is making sufficient academic progress.

G2. 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 scores in all curriculum areas. 1a

G039699

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	80.0
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal 2

-
- Writing Club
- Thinking Maps training
- Write From The Beginning training
- Professional Development
- Teacher mentoring for new teachers
- PLC

Targeted Barriers to Achieving the Goal 3

- Time it takes for students to write may take away from instructional time.
- Training

Plan to Monitor Progress Toward G2. 8

Writing scores studied and compared throughout the year

Person Responsible
Susan Persis

Schedule
Monthly, from 9/1/2014 to 6/1/2015

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. All teachers will differentiate instruction that is appropriate to the learning ability of their students. 1

🔑 G044845

G1.B1 Lack of time 2

🔑 B110511

G1.B1.S1 Teachers will meet during PLC and grade level meetings to discuss ways to differentiate instruction without taking away time from the lesson. 4

🔑 S121963

Strategy Rationale

As teachers find ways to differentiate instruction in their classroom they will be able to share with their colleagues what worked and what didn't work.

Action Step 1 5

Each grade level will meet weekly in their PLC's to discuss ways to differentiate instruction without taking time away from the lesson. Teachers will share ideas that have worked for them and they will plan together to design future lessons that address the needs of all students.

Person Responsible

Susan Persis

Schedule

Weekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

The grade level leader will review data to ensure that all students are improving. If data does not show improvement the teachers will identify the problem and make adjustments.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Grade level leaders will ensure that time is allocated during PLC meetings to discuss differentiated instruction.

Person Responsible

Tucker Harris

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Minutes taken from each meeting will be reviewed by the grade level leader and submitted to Mr. Harris.

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

During PLC's teachers will discuss effective ways they differentiated instruction.

Person Responsible

Tucker Harris

Schedule

Weekly, from 9/1/2014 to 9/15/2014

Evidence of Completion

Summative and formative assessments will be reviewed monthly. Teachers will discuss if time is being taken away from lessons to modify instruction or if they were able to incorporate it into their current lesson. Minutes of these meetings will be submitted to Mr.Harris.

G1.B1.S2 General education teachers will plan with the ESE teachers to address the needs of their diverse learners. 4

Strategy Rationale

S121964

ESE teachers will come into the classroom to help differentiate instruction. This will enable the teacher to continue with the general lesson while instruction is being modified for the students that are having difficulty.

Action Step 1 5

General education teachers will plan with the ESE teachers to address the needs of their diverse learners. This will enable the teacher to teach their lesson while modifications are being made for those students that need it. The ESE teacher will be able to work with a small group of students during a lesson and make adjustments in the lesson to meet their individual needs.

Person Responsible

Tucker Harris

Schedule

Daily, from 8/18/2014 to 6/2/2015

Evidence of Completion

The general education teacher will review data collected with the ESE teacher. As a team they will determine if the modified instruction is working and make adjustments as needed. This data will consist of summative assessments, formative assessments, classwork, and homework.

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

The general education teacher and the ESE teacher will meet monthly to review the data obtained on select students. They will determine if that child is making sufficient progress and make adjustments to lessons as needed.

Person Responsible

Tucker Harris

Schedule

Monthly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Each teacher will collect data from summative assessments, formative assessments, classwork, and homework to determine if the action step is successful.

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

Once a month during the "data review" teachers will also discuss if these push-in services are reducing the amount of time that is needed to modify instruction. ESE teachers will meet to discuss individual student needs and the best way to support those needs.

Person Responsible

Wendy Buckman

Schedule

Monthly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Individual teachers will document additional time needed to differentiate instruction to determine if the action plan is being implemented effectively.

G1.B2 Money `2`

`B110512`

G1.B2.S1 The school will work with the PTA to raise funds to purchase software and supplies. `4`

`S122386`

Strategy Rationale

Teachers can use these supplies/software to help differentiate instruction in the classroom.

Action Step 1 `5`

The school will raise funds to purchase software.

Person Responsible

Susan Persis

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

As the funds are collected they will be deposited in an account. Teachers must go through SAC to access the funds.

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

When software is purchased PD will be offered for those teachers that do not know how to use the software.

Person Responsible

Susan Persis

Schedule

On 5/1/2015

Evidence of Completion

A sign in sheet will be used to identify the teachers that went to the training.

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

Teachers will be able to ask the trainer followup questions as needed.

Person Responsible

Tucker Harris

Schedule

On 5/1/2015

Evidence of Completion

A survey will be sent out asking teachers if they need more training.

G1.B2.S2 Teachers will ask SAC for funds to help purchase technology/software. 4

S122396

Strategy Rationale

Teachers can use this technology/software to differentiate instruction in the classroom.

Action Step 1 5

As teachers need technology/software for their classroom they will present the need to SAC.

Person Responsible

Kenneth O'Brien

Schedule

Monthly, from 9/1/2014 to 5/25/2015

Evidence of Completion

The SAC committee will listen to all requests and vote for their approval.

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

Teachers that need money to purchase technology/software will put in writing their request no later than 5 days before the next scheduled SAC meeting.

Person Responsible

Kenneth O'Brien

Schedule

Monthly, from 9/1/2014 to 5/25/2015

Evidence of Completion

All requests have to be submitted in writing and voted on by the SAC comittee.

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

The SAC Chair will be responsible for receiving the requests and having them put on the agenda for the next meeting.

Person Responsible

Kenneth O'Brien

Schedule

Monthly, from 9/1/2014 to 5/25/2015

Evidence of Completion

Minutes will be taken and submitted for each meeting.

G1.B3 Difficulties with younger students 2

B111023

G1.B3.S1 The school will purchase the More Starfall program for grades K-1. 4

S122473

Strategy Rationale

Teachers will use this program as a center to help differentiate instruction in reading.

Action Step 1 5

The More Starfall program will be purchased for the students in grades k-1.

Person Responsible

Susan Persis

Schedule

On 9/29/2014

Evidence of Completion

This program will be purchased with SAC funds.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

The team leaders in grades k-1 will monitor the programs implementation.

Person Responsible

Suzanne Furman

Schedule

On 9/29/2014

Evidence of Completion

Teachers in grades K-1 will document student progress using the program.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

During grade level meetings team leaders will discuss with the teachers any concerns with the program. They will work with new teachers on how to use the program effectively.

Person Responsible

Suzanne Furman

Schedule

Biweekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Teachers will document use of the program in their lesson plans. They will analyze data to ensure academic progress.

G2. 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 scores in all curriculum areas. 1

G039699

G2.B1 Time it takes for students to write may take away from instructional time. 2

B095939

G2.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. 4

S107120

Strategy Rationale

Students will have time within their centers to do writing assignments. This will allow teachers to work with students in small groups.

Action Step 1 5

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

Person Responsible

Susan Persis

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

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 G2.B1.S1 6

Writing centers have been established in classrooms.

Person Responsible

Susan Persis

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Folders with student writing compiled throughout the year.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

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

Person Responsible

Susan Persis

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

End of year writing scores

G2.B2 Training `2`

🔑 B110954

G2.B2.S1 The school will implement a school wide program called "Thinking Maps". Pine Trail will train all of its teachers. `4`

🔑 S122411

Strategy Rationale

Thinking Maps will help students organize their thought before writing.

Action Step 1 `5`

Pine Trail will train all of its teachers on "Thinking Maps".

Person Responsible

Tiffany Yeomans

Schedule

Quarterly, from 9/1/2014 to 6/2/2015

Evidence of Completion

All teachers will be required to show the use of "Thinking Maps"in their lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Pine Trail will send select teachers to get training on "Thinking Maps". These teachers will then return to the school and train the faculty.

Person Responsible

Tiffany Yeomans

Schedule

Quarterly, from 9/1/2014 to 6/2/2015

Evidence of Completion

Teachers will sign a sheet each time they attend a training. They will also submit lessons showing the use of "Thinking Maps".

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

The school administrators will observe teachers using "Thinking Maps".

Person Responsible

Susan Persis

Schedule

Quarterly, from 9/1/2014 to 6/1/2015

Evidence of Completion

The school administrators will collect evidence during scheduled and unscheduled teacher observations.

G2.B2.S2 Pine Trail will implement a school wide program called "Write From The Beginning". Pine Trail will train all of its teachers. `4`

🔑 S122421

Strategy Rationale

This program will help all teachers engage students in grade appropriate writing instruction.

Action Step 1 `5`

Pine Trail will train all of its teachers using "Write from the Beginning".

Person Responsible

Tucker Harris

Schedule

Quarterly, from 9/1/2014 to 6/2/2015

Evidence of Completion

Professional development will be given to teachers. Each teacher will sign a sheet of attendance.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Pine Trail will select a teacher to attend "Write From The Beginning" training. This person will then train the staff at Pine Trail.

Person Responsible

Tucker Harris

Schedule

On 6/2/2015

Evidence of Completion

Teachers will use this training to help create grade appropriate writing lessons.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Suzanne Mulcahy will train the faculty at Pine Trail and answer any individual questions. She will assist teachers that are having difficulties.

Person Responsible

Suzanne Mulcahy

Schedule

Semiannually, from 9/1/2014 to 6/2/2015

Evidence of Completion

Teachers will submit lesson plans showing strategies learned from the program.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teachers will create a designated writing area within their classrooms to encourage continual writing opportunities.	Persis, Susan	9/1/2014	Writing folders will be kept for each child so that writing progress may be monitored.	6/1/2015 biweekly
G1.B1.S1.A1	Each grade level will meet weekly in their PLC's to discuss ways to differentiate instruction without taking time away from the lesson. Teachers will share ideas that have worked for them and they will plan together to design future lessons that address the needs of all students.	Persis, Susan	8/25/2014	The grade level leader will review data to ensure that all students are improving. If data does not show improvement the teachers will identify the problem and make adjustments.	5/25/2015 weekly
G1.B1.S2.A1	General education teachers will plan with the ESE teachers to address the needs of their diverse learners. This will enable the teacher to teach their lesson while modifications are being made for those students that need it. The ESE teacher will be able to work with a small group of students during a lesson and make adjustments in the lesson to meet their individual needs.	Harris, Tucker	8/18/2014	The general education teacher will review data collected with the ESE teacher. As a team they will determine if the modified instruction is working and make adjustments as needed. This data will consist of summative assessments, formative assessments, classwork, and homework.	6/2/2015 daily
G1.B2.S1.A1	The school will raise funds to purchase software.	Persis, Susan	9/1/2014	As the funds are collected they will be deposited in an account. Teachers must go through SAC to access the funds.	5/1/2015 monthly
G1.B2.S2.A1	As teachers need technology/software for their classroom they will present the need to SAC.	O'Brien, Kenneth	9/1/2014	The SAC committee will listen to all requests and vote for their approval.	5/25/2015 monthly
G2.B2.S1.A1	Pine Trail will train all of its teachers on "Thinking Maps".	Yeomans, Tiffany	9/1/2014	All teachers will be required to show the use of "Thinking Maps"in their lesson plans.	6/2/2015 quarterly
G2.B2.S2.A1	Pine Trail will train all of its teachers using "Write from the Beginning".	Harris, Tucker	9/1/2014	Professional development will be given to teachers. Each teacher will sign a sheet of attendance.	6/2/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	The More Starfall program will be purchased for the students in grades k-1.	Persis, Susan	9/29/2014	This program will be purchased with SAC funds.	9/29/2014 one-time
G1.MA1	Once a month team level leaders will meet with the administration to discuss data.	Harris, Tucker	9/15/2014	Teachers will monitor the students that require differentiated instruction to determine if they are being effective. Weekly tests will be collected and reviewed to determine if the child is making sufficient academic progress.	6/1/2015 monthly
G1.B1.S1.MA1	During PLC's teachers will discuss effective ways they differentiated instruction.	Harris, Tucker	9/1/2014	Summative and formative assessments will be reviewed monthly. Teachers will discuss if time is being taken away from lessons to modify instruction or if they were able to incorporate it into their current lesson. Minutes of these meetings will be submitted to Mr.Harris.	9/15/2014 weekly
G1.B1.S1.MA1	Grade level leaders will ensure that time is allocated during PLC meetings to discuss differentiated instruction.	Harris, Tucker	9/1/2014	Minutes taken from each meeting will be reviewed by the grade level leader and submitted to Mr. Harris.	6/1/2015 weekly
G1.B2.S1.MA1	Teachers will be able to ask the trainer followup questions as needed.	Harris, Tucker	9/1/2014	A survey will be sent out asking teachers if they need more training.	5/1/2015 one-time
G1.B2.S1.MA1	When software is purchased PD will be offered for those teachers that do not know how to use the software.	Persis, Susan	9/1/2014	A sign in sheet will be used to identify the teachers that went to the training.	5/1/2015 one-time
G1.B3.S1.MA1	During grade level meetings team leaders will discuss with the teachers any concerns with the program. They will work with new teachers on how to use the program effectively.	Furman, Suzanne	9/29/2014	Teachers will document use of the program in their lesson plans. They will analyze data to ensure academic progress.	6/1/2015 biweekly
G1.B3.S1.MA1	The team leaders in grades k-1 will monitor the programs implementation.	Furman, Suzanne	9/29/2014	Teachers in grades K-1 will document student progress using the program.	9/29/2014 one-time
G1.B1.S2.MA1	Once a month during the "data review" teachers will also discuss if these push-in services are reducing the amount of time that is needed to modify instruction. ESE teachers will meet to discuss individual student needs and the best way to support those needs.	Buckman, Wendy	9/15/2014	Individual teachers will document additional time needed to differentiate instruction to determine if the action plan is being implemented effectively.	6/1/2015 monthly
G1.B1.S2.MA1	The general education teacher and the ESE teacher will meet monthly to review the data obtained on select students. They will determine if that child is making sufficient progress and make adjustments to lessons as needed.	Harris, Tucker	9/15/2014	Each teacher will collect data from summative assessments, formative assessments, classwork, and homework to determine if the action step is successful.	6/1/2015 monthly
G1.B2.S2.MA1	The SAC Chair will be responsible for receiving the requests and having them put on the agenda for the next meeting.	O'Brien, Kenneth	9/1/2014	Minutes will be taken and submitted for each meeting.	5/25/2015 monthly
G1.B2.S2.MA1	Teachers that need money to purchase technology/software will put in writing their request no later than 5 days before the next scheduled SAC meeting.	O'Brien, Kenneth	9/1/2014	All requests have to be submitted in writing and voted on by the SAC comittee.	5/25/2015 monthly
G2.MA1	Writing scores studied and compared throughout the year	Persis, Susan	9/1/2014	Scores will continue to increase or show improvement as the year progresses.	6/1/2015 monthly
G2.B1.S1.MA1	Writing scores will improve on class, county and state wide prompts	Persis, Susan	9/1/2014	End of year writing scores	6/1/2015 monthly
G2.B1.S1.MA1	Writing centers have been established in classrooms.	Persis, Susan	9/1/2014	Folders with student writing compiled throughout the year.	6/1/2015 biweekly
G2.B2.S1.MA1	The school administrators will observe teachers using "Thinking Maps".	Persis, Susan	9/1/2014	The school administrators will collect evidence during scheduled and unscheduled teacher observations.	6/1/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Pine Trail will send select teachers to get training on "Thinking Maps". These teachers will then return to the school and train the faculty.	Yeomans, Tiffany	9/1/2014	Teachers will sign a sheet each time they attend a training. They will also submit lessons showing the use of "Thinking Maps".	6/2/2015 quarterly
G2.B2.S2.MA1	Suzanne Mulcahy will train the faculty at Pine Trail and answer any individual questions. She will assist teachers that are having difficulties.	Mulcahy, Suzanne	9/1/2014	Teachers will submit lesson plans showing strategies learned from the program.	6/2/2015 semiannually
G2.B2.S2.MA1	Pine Trail will select a teacher to attend "Write From The Beginning" training. This person will then train the staff at Pine Trail.	Harris, Tucker	9/1/2014	Teachers will use this training to help create grade appropriate writing lessons.	6/2/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. All teachers will differentiate instruction that is appropriate to the learning ability of their students.

G1.B2 Money

G1.B2.S1 The school will work with the PTA to raise funds to purchase software and supplies.

PD Opportunity 1

The school will raise funds to purchase software.

Facilitator

Steve Waterman

Participants

Teachers

Schedule

Monthly, from 9/1/2014 to 5/1/2015

G1.B3 Difficulties with younger students

G1.B3.S1 The school will purchase the More Starfall program for grades K-1.

PD Opportunity 1

The More Starfall program will be purchased for the students in grades k-1.

Facilitator

Suzanne Furman

Participants

K-1 teachers

Schedule

On 9/29/2014

G2. 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 scores in all curriculum areas.

G2.B2 Training

G2.B2.S1 The school will implement a school wide program called "Thinking Maps". Pine Trail will train all of its teachers.

PD Opportunity 1

Pine Trail will train all of its teachers on "Thinking Maps".

Facilitator

Tiffany Yeomans

Participants

Teachers

Schedule

Quarterly, from 9/1/2014 to 6/2/2015

G2.B2.S2 Pine Trail will implement a school wide program called "Write From The Beginning". Pine Trail will train all of its teachers.

PD Opportunity 1

Pine Trail will train all of its teachers using "Write from the Beginning".

Facilitator

Sussi Mulcahy

Participants

Teachers

Schedule

Quarterly, from 9/1/2014 to 6/2/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: All teachers will differentiate instruction that is appropriate to the learning ability of their students.	270
Grand Total	**270**

Goal 1: All teachers will differentiate instruction that is appropriate to the learning ability of their students.		
Description	**Source**	**Total**
B3.S1.A1 - More Starfall	School Improvement Funds	270
Total Goal 1		**270**