

Orange County Public Schools

Pinewood Elementary



2019-20 Schoolwide Improvement Plan

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Pinewood Elementary

3005 N APOPKA VINELAND RD, Orlando, FL 32818

<https://pinewoodes.ocps.net/>

Demographics

Principal: Kelly Steinke

Start Date for this Principal: 7/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities
School Grades History	2018-19: D (34%) 2017-18: C (49%) 2016-17: D (38%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	N/A
Support Tier	TIER 1
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 2/11/2020.

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)

Elementary School
PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

97%

School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	D	C	D	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Steinke, Kelly	Principal	The Principal serves as an instructional leader at Pinewood Elementary. She assists and observes teachers with data-based decision making skills to ensure all students are meeting or exceeding expectations. She meets with teachers to discuss progress monitoring of students in Tier II as well as Tier III. The Principal also supports teachers with changing/enhancing instructional strategies based on data to meet the needs of each student.
Earnest, Jennifer	Instructional Coach	The Curriculum Resource Teacher provides and leads professional development for core curriculum areas. She identifies systematic patterns of student and teacher needs and coaches teachers on instructional best practices. The CRT participates in data collection, progress monitoring, as well as data meetings to monitor student assessment results.
Beckett, Kimberli	Instructional Coach	The Instructional Coach provides guidance on the K-12 reading and math plan components, supports teachers with science and social studies instruction, coaches teachers daily, and facilitates data collection for grades K-5. She provides activities and administers Tier III instruction to groups of students who have been identified through data analysis. In addition, the Instructional Coach conducts professional development with the faculty to ensure that best practices in all areas of instruction are utilized in both whole group and small group instruction.
Leighvard, Autherene	Assistant Principal	The Assistant Principal serves with the Principal as an instructional leader at Pinewood. She assists and observes teachers with data-based decision making skills to ensure all students are meeting or exceeding expectations. She meets with teachers to discuss progress monitoring of students in Tier II as well as TIER III. The Assistant Principal also supports teachers with changing/enhancing instructional strategies based on data to meet the needs of each student.
Underwood, Heather	Instructional Coach	The Instructional Coach provides guidance on the K-12 reading and math plan components, supports teachers with science and social studies instruction, coaches teachers daily, and facilitates data collection for grades K-5. She provides activities and administers Tier III instruction to groups of students who have been identified through data analysis. In addition, the Instructional Coach conducts professional development with the faculty to ensure that best practices in all areas of instruction are utilized in both whole group and small group instruction.

Name	Title	Job Duties and Responsibilities
Bartolotta, Kelly	Other	The Staffing Specialist assists in decision making for intervention/enrichment and leads MTSS Problem Solving meetings, eligibility and IEP team meetings to ensure students have a plan in place for their success.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	67	96	73	127	101	86	0	0	0	0	0	0	0	550
Attendance below 90 percent	18	13	13	12	12	6	0	0	0	0	0	0	0	74
One or more suspensions	0	1	0	4	4	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	49	11	2	21	24	35	0	0	0	0	0	0	0	142
Level 1 on statewide assessment	0	0	0	63	39	51	0	0	0	0	0	0	0	153

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	12	2	1	26	22	29	0	0	0	0	0	0	0	92

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	2	0	8	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	1	2	0	6	1	5	0	0	0	0	0	0	0	15

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

41

Date this data was collected or last updated

Thursday 7/11/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	25	13	9	21	8	10	0	0	0	0	0	0	0	86
One or more suspensions	0	2	1	3	4	2	0	0	0	0	0	0	0	12
Course failure in ELA or Math	29	3	1	2	12	29	0	0	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	44	43	41	0	0	0	0	0	0	0	128

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	14	2	0	13	12	27	0	0	0	0	0	0	0	68

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	25	13	9	21	8	10	0	0	0	0	0	0	0	86
One or more suspensions	0	2	1	3	4	2	0	0	0	0	0	0	0	12
Course failure in ELA or Math	29	3	1	2	12	29	0	0	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	44	43	41	0	0	0	0	0	0	0	128

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	14	2	0	13	12	27	0	0	0	0	0	0	0	68

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	57%	57%	41%	56%	56%
ELA Learning Gains	40%	58%	58%	51%	55%	55%
ELA Lowest 25th Percentile	23%	52%	53%	45%	48%	48%
Math Achievement	38%	63%	63%	43%	63%	62%
Math Learning Gains	38%	61%	62%	48%	57%	59%
Math Lowest 25th Percentile	29%	48%	51%	56%	46%	47%
Science Achievement	37%	56%	53%	58%	55%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	67 (0)	96 (0)	73 (0)	127 (0)	101 (0)	86 (0)	550 (0)
Attendance below 90 percent	18 (25)	13 (13)	13 (9)	12 (21)	12 (8)	6 (10)	74 (86)
One or more suspensions	0 (0)	1 (2)	0 (1)	4 (3)	4 (4)	3 (2)	12 (12)
Course failure in ELA or Math	49 (29)	11 (3)	2 (1)	21 (2)	24 (12)	35 (29)	142 (76)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	63 (44)	39 (43)	51 (41)	153 (128)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	55%	-24%	58%	-27%
	2018	30%	55%	-25%	57%	-27%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	37%	57%	-20%	58%	-21%
	2018	37%	54%	-17%	56%	-19%
Same Grade Comparison		0%				
Cohort Comparison		7%				
05	2019	35%	54%	-19%	56%	-21%
	2018	38%	55%	-17%	55%	-17%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	62%	-21%	62%	-21%
	2018	44%	61%	-17%	62%	-18%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	42%	63%	-21%	64%	-22%
	2018	38%	62%	-24%	62%	-24%
Same Grade Comparison		4%				
Cohort Comparison		-2%				
05	2019	28%	57%	-29%	60%	-32%
	2018	29%	59%	-30%	61%	-32%
Same Grade Comparison		-1%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	35%	54%	-19%	53%	-18%
	2018	47%	53%	-6%	55%	-8%
Same Grade Comparison		-12%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	33	17	16	15		30				
ELL	31	44	29	40	42	38	26				
BLK	31	37	25	34	34	28	33				
HSP	41	49	20	44	46		50				
FRL	31	41	21	36	37	27	35				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	32		27	33						
ELL	40	54	46	37	46	55	52				
BLK	36	48	45	40	49	57	58				
HSP	50	55		48	40		53				
FRL	39	51	50	42	48	58	57				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
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	43
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students 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
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Pinewood Elementary's lowest performing data component was proficiency among the lowest 25% in English Language Arts. In the 2017-2018 school year, 46% of the students in the lowest 25 percentile made learning gains. In 2018-2019, 24% of the lowest 25 percentile made learning gains. This indicates a 22% decrease in learning gains.

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

The data component that showed the greatest decline from the prior year was the lowest 25% in math. In the 2017-2018 school year, 56% of the students in the lowest 25 percentile made learning gains. In 2018-2019, 29% of the lowest 25 percentile made learning gains. This indicates a 27% decrease in learning gains.

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

The data component that had the greatest gap compared to the state average was Science proficiency. Twenty-eight percent of students were proficient in Science at Pinewood as opposed to 60% at the state level. This is a gap of 32%.

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

Based on the data, there was no improvement shown in any component.

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

Based on the EWS data, we have identified two potential areas of concern: course failure in ELA or Math and Level 1 on statewide assessments.

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

1. Lowest 25% learning gains (ELA & Math)
2. ELA proficiency
3. Math learning gains
4. Science proficiency
5. Math proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Rigorous Standards-Based Instruction to Increase Overall Proficiency
Rationale	Increasing overall proficiency and learning gains in Reading and Mathematics was identified as a critical need based on data analysis. Thirty-four percent of our students demonstrated proficiency on reading standards, and 38% of our students demonstrated proficiency on mathematics standards. In addition, proficiency in the area of science is a critical need, as 37% of our students scored at the proficient level.
State the measureable outcome the school plans to achieve	By implementing evidence-based strategies, we anticipate seeing proficiency at Pinewood Elementary increase by at least 7 percentage points from 34% to 41% in English Language Arts, from 38% to 45% in mathematics, and from 37% to 44% in science.
Person responsible for monitoring outcome	Kelly Steinke (kelly.steinke@ocps.net)
Evidence-based Strategy	Strategies that we will implement include increasing the rigor of standards-based instruction through close reading strategies and academic discourse, structured team planning, and using assessments to drive instruction. In order to monitor the effectiveness of our selected strategies, we will utilize formative assessment data. In addition, coaches will be present during team planning sessions to monitor the development of rigorous standards-based lessons and to provide any necessary support.
Rationale for Evidence-based Strategy	Standards-based instruction is key to increasing student achievement. Through structured team planning we will be able to collectively determine what students need to know and be able to do in order to achieve the standards. All standards-based lessons begin with a well-developed plan. Through team planning, teachers' capacity will increase through collaboration and the support of instructional leaders. To determine if our standards-based instruction is working we will utilize formative assessment data. Outcomes from the formative assessment data will drive our instruction. Finally, we will utilize standards-based instructional strategies including close reading strategies and academic discourse strategies to improve student achievement. Both of these high-yield strategies will be incorporated into daily lessons.
Action Step	
Description	<ol style="list-style-type: none"> 1. We will train teachers on the use of close reading strategies and academic discourse in all subject areas to increase comprehension among all students. 2. We will use certified degreed tutors and interventionists to push into classes to assist teachers with small group instruction. 3. We will utilize the Fountas and Pinnell Benchmark Assessment System to accurately identify students' needs. 4. We will provide Saturday tutoring to students in 3rd through 5th grades focused on Reading, Writing, Math, and Science. 5. We will develop structured PLC sessions, with a focus on planning rigorous standards-based instruction.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

#2

Title Differentiated Instruction to Increase Proficiency in Students Performing in Lowest 25%

Rationale Increasing proficiency in students performing in the lowest 25% in both reading and mathematics was identified as a critical need based on data analysis. Twenty-four percent of our students in the bottom 25% demonstrated proficiency in reading standards, and 30% of our students in the bottom 25% demonstrated proficiency in mathematics standards.

State the measureable outcome the school plans to achieve By implementing the action steps, the learning gains in ELA for our lowest 25% will increase by 16 percentage points from 24% to 40%, and math learning gains in our lowest 25% will increase by at least 10 percentage points from 30% to 40%.

Person responsible for monitoring outcome Kelly Steinke (kelly.steinke@ocps.net)

Evidence-based Strategy Strategies that we will implement include differentiating instruction, strengthening the MTSS process, and incorporating an extra hour of reading instruction. We will closely monitor these strategies to determine their effectiveness by meeting every six weeks to examine student data (progress monitoring data, formative assessment data, and diagnostic data). Small group and extra hour instruction will be monitored weekly via classroom walkthroughs.

Rationale for Evidence-based Strategy Differentiating instruction is key to increasing performance among those students in the bottom 25%. Through the MTSS process, we will collectively determine how students are progressing on the standards. By implementing an extra hour of reading, students will receive differentiated instruction targeted to meet their individual needs. These research-based strategies will lead to an increase in student achievement.

Action Step

Description

1. We will evaluate students in the bottom 25% through use of the MTSS process.
2. Once students' needs have been determined, we will set up small group instruction utilizing multiple interventionists.
3. We will provide training to the interventionists on the use of the Leveled Literacy Intervention system (LLI) and the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words system (SIPPS).
4. We will progress monitor students receiving this targeted instruction weekly and make decisions based on this data.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

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

N/A

Part IV: Title I Requirements

Additional Title I Requirements

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

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

The PTA's goal is to foster a nurturing and caring environment that strives for continued parent involvement in helping build a better educational environment for our children. Pinewood PTA's goal this year, along with SAC, is to promote a school community where teachers and administrators can do their best work with the resources we can provide and help make school fun. Through membership dues and fundraising efforts, the PTA will be able to implement various educational and family oriented programs for the staff, students and parents throughout this school year.

For the PTA to be effective and truly representative of the school, it is essential to have parental involvement from as many parents as possible. Many working parents feel that they cannot be included in the PTA because they cannot come to every meeting or be on campus during the school day; however, the goal is to ensure that all parents have an opportunity to participate in several activities throughout the school year. Many activities will be held during the evening hours to ensure a larger participation of parents in school sponsored activities. When parents volunteer they get the opportunity to enjoy interacting with their students.

The Pinewood PTA is striving for 100% participation from our Pinewood families, faculty, and staff. Every child needs to be represented at Pinewood. This means every parent and teacher needs to become a member and be involved. PTA meetings are held on the second Tuesday of the month at 6:00 PM in the media center.

A Parent Engagement Liaison (PEL) is purchased with Title I funds to serve as a liaison to bridge the gap between school and home. She advocates for the parents and encourages their involvement in all school activities.

PFEP Link

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

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

Pinewood Elementary identifies students who are in need of support. A Multi-tiered System of Support (MTSS) for behavior is utilized to ensure the social-emotional needs of students are met. Parents are referred to SEDNET (The Multi-agency Network for Students with Emotional/Behavioral Disabilities) approved behavioral intervention and counseling programs based on the social-emotional needs of the students. Pinewood Elementary has established a teacher-student mentoring program to help students work through academic and behavioral issues that may prohibit them from success in the classroom. Teachers are required to meet with students a minimum of once a week to build a climate of trust and respect and assist students with academic and/or behavior needs. The guidance counselor on staff provides counseling services and support to students with academic, social and emotional concerns.

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

Pinewood Elementary has one regular-education Pre-K unit and one Pre-K Autistic unit (ASD). All incoming kindergarten students are assessed prior to or upon entering kindergarten in order to gain individual and group needs and to assist in the development of their instructional/intervention programs. All students are assessed within the areas of basic skills and school readiness. At the beginning of Kindergarten, the FLKRS assessment is given to all students to provide teachers with baseline data on how well their students are prepared for Kindergarten. This data is provided to the state to help assess the effectiveness of VPK programs. The phonemic awareness and early reading tutor will be used to further develop their educational growth.

All 5th grade students who meet the required score on the state exam will transition to middle school. Pinewood students participate in a transition orientation with Robinswood Middle School at the end of the school year. Students are presented information about the middle school curriculum, college readiness program and extra-curricular activities.

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

The MTSS leadership team has focused meetings to address this question: How will we maintain and implement a problem-solving environment to promote an exceptional school with exemplary teachers and students?

Grade level teams, supported by the leadership and the MTSS team, meet every four to six weeks to review student data. These meetings are called child chats. During child chats, the MTSS team including the teacher, interventionists and the leadership teams analyze three points of data for each student. With these three points of data, an overall determination is

made if the student is trending up, down or flat lining. Instructional decisions are made based on this data.

Instructional personnel are monitored through classroom walkthroughs, informal observations, formal observations. The leadership team meets weekly to review classroom walkthrough data and determine next coaching steps for teachers. The leadership team assesses curricular needs and implementation daily as well.

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

Pinewood is a one-to-one digital technology elementary school Our teachers and students access information and present instruction through the use of Canvas, Edmodo, iReady, Safari Montage, Nearpod, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Smart boards and technology integration in the classroom are implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs.

Part V: Budget

1	III.A.	Areas of Focus: Rigorous Standards-Based Instruction to Increase Overall Proficiency				\$64,786.07
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0401 - Pinewood Elementary	UniSIG	0.0	\$17,376.28
			<i>Notes: LLI kits</i>			
	5900	120-Classroom Teachers	0401 - Pinewood Elementary	UniSIG	0.17	\$8,505.00
			<i>Notes: Tutoring - Science Boot Camp, Writing Boot Camp and 3rd Grade Boot Camp - 9 Saturday sessions - 3 hours each - 7 teachers</i>			
	6400	120-Classroom Teachers	0401 - Pinewood Elementary	UniSIG	0.36	\$17,600.00
			<i>Notes: Paid planning for teachers PD - 40 teachers, 20 hours (10 days - two hours each)</i>			
	5100	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$15,152.50
			<i>Notes: Allowable 5% for supplies such as paper, ink, post-its, folders, pens, pencils and markers. 5% is \$15,152.50</i>			
	6400	210-Retirement	0401 - Pinewood Elementary	UniSIG		\$1,346.40
			<i>Notes: Retirement benefits for professional development</i>			
	6400	220-Social Security	0401 - Pinewood Elementary	UniSIG		\$1,453.76
			<i>Notes: Social Security benefits for professional development</i>			
	6400	240-Workers Compensation	0401 - Pinewood Elementary	UniSIG		\$58.08
			<i>Notes: Workers Compensation benefits for professional development</i>			

	5900	210-Retirement	0401 - Pinewood Elementary	UniSIG	0.0	\$650.63
			<i>Notes: Retirement benefits for Saturday boot camp tutors</i>			
	5900	220-Social Security	0401 - Pinewood Elementary	UniSIG	0.0	\$702.51
			<i>Notes: Social Security benefits for Saturday boot camp tutors</i>			
	5900	240-Workers Compensation	0401 - Pinewood Elementary	UniSIG	0.0	\$28.07
			<i>Notes: Workers Compensation benefits for Saturday boot camp tutors</i>			
	5100	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$1,912.84
			<i>Notes: Increase in supply line due to indirect cost overage</i>			
2	III.A.	Areas of Focus: Differentiated Instruction to Increase Proficiency in Students Performing in Lowest 25%				\$194,889.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0401 - Pinewood Elementary	UniSIG	1.76	\$87,000.00
			<i>Notes: 2 Resource Teachers for Intervention in the classroom</i>			
	5100	160-Other Support Personnel	0401 - Pinewood Elementary	UniSIG	2.0	\$46,352.00
			<i>Notes: 2 Paraprofessionals</i>			
	5100	210-Retirement	0401 - Pinewood Elementary	UniSIG		\$7,186.00
			<i>Notes: Retirement benefits for 2 Resource Teachers for Intervention in the classroom.</i>			
	5100	220-Social Security	0401 - Pinewood Elementary	UniSIG		\$6,656.00
			<i>Notes: Social Security benefits for 2 Resource Teachers for Intervention in the classroom.</i>			
	5100	231-Health and Hospitalization	0401 - Pinewood Elementary	UniSIG		\$18,322.00
			<i>Notes: Health insurance benefits for 2 Resource Teachers for Intervention in the classroom.</i>			
	5100	232-Life Insurance	0401 - Pinewood Elementary	UniSIG		\$62.00
			<i>Notes: Life insurance benefits for 2 Resource Teachers for Intervention in the classroom.</i>			
	5100	240-Workers Compensation	0401 - Pinewood Elementary	UniSIG		\$286.00
			<i>Notes: Workers Compensation benefits for 2 Resource Teachers for Intervention in the classroom.</i>			
	5100	250-Unemployment Compensation	0401 - Pinewood Elementary	UniSIG		\$24.00
			<i>Notes: Unemployment Compensation benefits for 2 Resource Teachers for Intervention in the classroom.</i>			

5100	290-Other Employee Benefits	0401 - Pinewood Elementary	UniSIG		\$1,860.00
		<i>Notes: Other Employee benefits for 2 Resource Teachers for Intervention in the classroom.</i>			
5100	210-Retirement	0401 - Pinewood Elementary	UniSIG		\$3,829.00
		<i>Notes: Retirement benefits for 2 paraprofessionals</i>			
5100	220-Social Security	0401 - Pinewood Elementary	UniSIG		\$3,546.00
		<i>Notes: Social Security benefits for 2 paraprofessionals</i>			
5100	231-Health and Hospitalization	0401 - Pinewood Elementary	UniSIG		\$18,576.00
		<i>Notes: Health insurance benefits for 2 paraprofessionals</i>			
5100	232-Life Insurance	0401 - Pinewood Elementary	UniSIG		\$33.00
		<i>Notes: Life insurance benefits for 2 paraprofessionals</i>			
5100	240-Workers Compensation	0401 - Pinewood Elementary	UniSIG		\$153.00
		<i>Notes: Workers Compensation benefits for 2 paraprofessionals</i>			
5100	250-Unemployment Compensation	0401 - Pinewood Elementary	UniSIG		\$13.00
		<i>Notes: Unemployment Compensation benefits for 2 paraprofessionals</i>			
5100	290-Other Employee Benefits	0401 - Pinewood Elementary	UniSIG		\$991.00
		<i>Notes: Other Employee benefits for 2 paraprofessionals</i>			
				Total:	\$271,126.74