

Orange County Public Schools

Pinar Elementary



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
Title I Requirements	16
Budget to Support Goals	18

Pinar Elementary

3701 ANTHONY LN, Orlando, FL 32822

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

Demographics

Principal: Joscelyn Gladden

Start Date for this Principal: 7/1/2016

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 White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: B 2015-16: C 2014-15: C 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Orange 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.

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
Harold Gladden, Joscelyn	Principal	The principal oversees the total school operation.
Green, Adrian	Assistant Principal	*Assists with overseeing the total school operation.
Williams, Ranell	Other	The resource teacher facilitates the implementation and monitoring of core math and science instruction.
Gangwisch, Mary	Other	*Monitors Tier III behavior intervention, works in partnership with the school social worker, primary contact for SEDNET, Child Safety Matters, MVP, Health Instruction, facilitates the School Threat Assessment Team, and serves as the point of contact for all student awards and recognition. *Coordinates and oversees ESE/ESY program/staffing/IEP/Revaluations/504, Matrix, Audits, etc
Sales, Kathleen	Other	*Facilitates and monitors Tier II and Tier III intervention instruction, and ESE compliance. *Oversees the VE/SLD model implementation and instruction K-5
Hamilton, Melinda	Other	*Supports classroom teachers and serves as the point of contact for new teachers and mentors. *Facilitates and monitors the implementation of ELA instruction.

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	58	63	55	61	64	60	0	0	0	0	0	0	0	361
Attendance below 90 percent	16	17	9	19	9	9	0	0	0	0	0	0	0	79
One or more suspensions	0	1	4	6	1	0	0	0	0	0	0	0	0	12
Course failure in ELA or Math	8	5	0	6	0	1	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	31	19	15	0	0	0	0	0	0	0	65

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	4	3	0	13	6	6	0	0	0	0	0	0	0	32

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	1	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	6	0	0	0	0	0	0	0	6

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

28

Date this data was collected or last updated

Tuesday 7/30/2019

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	22	17	14	21	12	18	0	0	0	0	0	0	0	104
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	1	3	0	2	1	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	22	18	24	0	0	0	0	0	0	0	64

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	1	2	0	10	5	8	0	0	0	0	0	0	0	26

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	22	17	14	21	12	18	0	0	0	0	0	0	0	104
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	1	3	0	2	1	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	22	18	24	0	0	0	0	0	0	0	64

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	1	2	0	10	5	8	0	0	0	0	0	0	0	26

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	57%	57%	57%	54%	56%	56%
ELA Learning Gains	65%	58%	58%	56%	55%	55%
ELA Lowest 25th Percentile	68%	52%	53%	63%	48%	48%
Math Achievement	64%	63%	63%	64%	63%	62%
Math Learning Gains	56%	61%	62%	60%	57%	59%
Math Lowest 25th Percentile	24%	48%	51%	42%	46%	47%
Science Achievement	52%	56%	53%	45%	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	58 (0)	63 (0)	55 (0)	61 (0)	64 (0)	60 (0)	361 (0)
Attendance below 90 percent	16 (22)	17 (17)	9 (14)	19 (21)	9 (12)	9 (18)	79 (104)
One or more suspensions	0 (0)	1 (1)	4 (0)	6 (1)	1 (0)	0 (0)	12 (2)
Course failure in ELA or Math	8 (1)	5 (3)	0 (0)	6 (2)	0 (1)	1 (1)	20 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (22)	19 (18)	15 (24)	65 (64)

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	49%	55%	-6%	58%	-9%
	2018	51%	55%	-4%	57%	-6%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	53%	57%	-4%	58%	-5%
	2018	55%	54%	1%	56%	-1%
Same Grade Comparison		-2%				
Cohort Comparison		2%				
05	2019	59%	54%	5%	56%	3%
	2018	46%	55%	-9%	55%	-9%
Same Grade Comparison		13%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	62%	-7%	62%	-7%
	2018	53%	61%	-8%	62%	-9%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	57%	63%	-6%	64%	-7%
	2018	73%	62%	11%	62%	11%
Same Grade Comparison		-16%				
Cohort Comparison		4%				
05	2019	67%	57%	10%	60%	7%
	2018	57%	59%	-2%	61%	-4%
Same Grade Comparison		10%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	48%	54%	-6%	53%	-5%
	2018	39%	53%	-14%	55%	-16%
Same Grade Comparison		9%				
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	20	53	60	37	48	31	31				
ELL	58	65	61	68	68	33	64				
BLK	53	50		41	25						
HSP	57	69	65	66	62	33	51				
WHT	57	69		57	46						
FRL	57	64	62	60	52	24	50				

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	17	59	69	50	59						
ELL	40	54	58	56	58	35	28				
BLK	21			43							
HSP	54	58	62	66	60	42	45				
WHT	61	46		65	69						
FRL	52	55	61	62	57	38	44				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
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	57
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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

The data component showing the lowest performance was Math learning gains for the lowest 25th percentile of students with a decrease of 18 percentage points, from 42% to 24%. Contributing factors included, all 4th grade teachers were new to the grade level and unfamiliar with the curriculum and strategies to meet the needs of students.

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

The data component showing the lowest performance was Math learning gains for the lowest 25th percentile of students with a decrease of 18 percentage points, from 42% to 24%. Contributing factors included all 4th grade teachers were new to the grade level and unfamiliar with the curriculum and strategies to meet the needs of students.

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 showing the lowest performance when compared to the state average was Math learning gains for the lowest 25th percentile of students which was 27 percentage points lower than the state average. Contributing factors included all 4th grade teachers were new to the grade level and unfamiliar with the curriculum and strategies to meet the needs of students.

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

The data component showing the most improvement was ELA learning gains for the lowest 25th percentile with an increase of 15 percentage points, from 53% to 68%. Actions taken in this area included ongoing progress monitoring and using data to identify resources for fluid intervention instruction. Continued professional development on close reading strategies including the implementation of text-dependent questions (TDQs) that were aligned to the standards, and assigning ELL paraprofessionals to work with targeted students during the intervention block.

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

Our two areas of concern are student attendance below 90 percent (79 students) and students scoring level 1 on statewide assessments (65 students).

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

1. Math learning gains for the lowest 25th percentile of students
2. Math learning gains for all students
3. Math proficiency
4. To increase the ESSA Federal Index for students with disabilities (currently 43%), and Black students (currently 42%)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Math learning gains for the lowest 25th percentile of students as well as Math learning gains for all students. (Division Priority-Narrow Achievement Gaps)
Rationale	Math learning gains for the lowest 25th percentile of students decreased by 8 percentage points in 2018, from 50% to 42%, and by 18 percentage points in 2019. Math learning gains for all students decreased by 18 percentage points in 2019, from 42% to 24%.
State the measurable outcome the school plans to achieve	The measurable outcome we plan to achieve is to increase learning gains from 24% to 50% for the lowest 25th percentile of students and from 56% to 60% for all students, as a result of students increasing their ability to use close reading strategies along with a variety of problem-solving strategies to solve math word problems. We will also focus on increasing math fluency as well as math vocabulary knowledge. An overall increase in proficiency will occur for math achievement from 64% to 67%.
Person responsible for monitoring outcome	Joscelyn Harold Gladden (joscelyn.haroldgladden@ocps.net)
Evidence-based Strategy	Students in the lowest 25th percentile will be monitored through the MTSS process. The i-Ready diagnostic assessments will be used to identify deficiencies. In addition to intervention instruction weekly i-ready data along with formative assessment data will be used to measure growth.
Rationale for Evidence-based Strategy	On-going progress monitoring of student data will document student growth as well as the effectiveness of instruction and next steps for intervention. Student growth will also be measured through i-Ready diagnostic and weekly usage data.
Action Step	
Description	<ol style="list-style-type: none"> 1. On-going progress monitoring using i-Ready and formative assessment data to identify professional development needs to support fluid and differentiated student groups. (August 20, 2019 monthly-Leadership Team) 2. Common lesson planning sessions will focus on the implementation of resources and problem-solving strategies for small group and differentiated instruction. (August 14, 2019 Weekly-Williams, Green, Hamilton, Teachers) 3. Continue implementing Culturally Responsive instructional strategies while working to reduce bias and close the achievement gap. (August 12, 2019 monthly-Leadership Team, Teachers) 4. Math Club for students predicted to score levels 1 and 2 in Math. This group includes the lowest 25th percentile of students. (October 1, 2019 weekly-Williams) 5. Monitor subgroup data with a focus on the ESE (currently 43%) and Black students (currently 42%) to increase the ESSA Federal Percent of Points Index. (August 20, 2019 monthly-Leadership Team) 6. Math Coach and Leadership Team members will visit classrooms to observe classroom instruction of standards and strategies and provide actionable feedback to teachers. (August 26, 2019 weekly-Williams, Gladden, Green)

7. Identified students will be invited to tutoring. (August 26, 2019 completed Green, Gladden)

**Person
Responsible**

Ranell Williams (ranell.williams@ocps.net)

#2	
Title	Implement Year 3 DPLC Close Reading Goals (Division Priority - Narrow Achievement Gaps)
Rationale	FSA data indicated a 3 percentage points increase in proficiency in ELA, from 54% to 57%. ELA learning gains for all students increased by 9 percentage points, from 56% to 65%. ELA learning gains for the lowest 25th percentile increased by 5 percentage points from 63% to 68%.
State the measurable outcome the school plans to achieve	The measurable outcome we plan to achieve is to increase ELA proficiency by 3 percentage points, from 57% to 60%, increase ELA learning gains by 5% from 65% to 70%, and increase ELA learning gains for the lowest 25th percentile of students by 2 percentage points, from 68% to 70%.
Person responsible for monitoring outcome	Adrian Green (adrian.green@ocps.net)
Evidence-based Strategy	The i-Ready diagnostic assessments will be used to identify deficiencies. In addition to intervention instruction weekly i-Ready data along with formative assessment data will be used to measure growth. Students in the lowest 25th percentile will be monitored through the MTSS process.
Rationale for Evidence-based Strategy	On-going progress monitoring of student data will document student growth as well as the effectiveness of instruction and next steps for intervention. Student growth will also be measured through i-Ready diagnostic and weekly usage data.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue implementation of Year 1 and 2 close reading strategies and implement Year 3 strategies.(August 12, 2019 weekly DPLC School Site Team) 2. The school site DPLC team will attend scheduled training sessions and identify next steps for professional development and school-wide implementation. (August 27, 2019 monthly DPLC Team) 3. Provide enrichment opportunities to high achieving students during intervention. (August 19, 2019 weekly Teachers, Leadership Team) 4. On-going progress monitoring and MTSS data will be used to determine the effectiveness of instruction and identify resources and strategies for instruction, intervention, and enrichment. (August 26, 2019 Leadership Team-Monthly) 5. The Instructional Coach and Leadership Team members will visit classrooms to observe classroom instruction of standards and strategies and provide actionable feedback to teachers. (August 26, 2019 Gladden, Green, Hamilton, Williams) 6. Identified students will be invited to tutoring. (August 26, 2019 completed Green, Gladden) 7. On-going progress monitoring using i-Ready and formative assessment data to identify professional development needs to support fluid and differentiated student groups. (August 20, 2019, monthly Gladden, Green, Hamilton, Williams) 8. Common lesson planning sessions will focus on the implementation of resources and strategies for small group and differentiated instruction. (August 14, 2019 Weekly Green, Williams, Hamilton, Teachers)

9. Continue implementing Culturally Responsive instructional strategies while working to reduce bias and close the achievement gap. (August 12, 2019 Teachers, Leadership Team)

Person Responsible

Melinda Hamilton (melinda.hamilton@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)

We plan to continue the following school initiatives: National Elementary Honor Society, Book Club, Math Club, STEM Club, Garden Club, Battle of the Books Team, OCPS 4th Grade Math Bee, and the Pinar ES Kg and 1st Grade Sight Word Bees. (Division Priority-Accelerate Student Performance) (October 1, 2019 weekly - Club Sponsors, Leadership Team)

The Staffing Specialist will provide professional development of BPIE indicators 3-oversee best practices for inclusive education and 9-ensure that person first language is used in written and verbal communication. (Division Priority - Narrow Achievement Gaps) (August 12, 2019 monthly - Gangwisch, Leadership Team)

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

Pinar Elementary will continue using the Title I Parental Engagement Liaison (PEL) to establish positive relationships with parents, bridge communication gaps due to language, and work to increase parental engagement in the school. Parents will be invited to a variety of curriculum workshops and school events. Attendance will be documented.

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

Pinar ensures the social-emotional needs of all students are being met by providing the following services and instructional resources to support student needs:

- Threat Assessment Team
- Child Safety Matters
- SEDNET referrals as needed

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

VPK, Pre-K VE, and Kindergarten registration information is distributed in April and is available on our school website as well as the district website. When parents register, they are provided readiness information to help prepare the students for school. VPK, Pre-K VE, and Kindergarten teachers make individual appointments with parents and students assigned to their class and families are also invited to Meet the Teacher prior to the start of school to familiarize them with the classroom and the teacher.

The Phonological and Print Awareness (PPA) Scale and FLKRS will be administered to Kindergarten students within the first 30 days of the school year. Within the first two weeks of school, Kindergarten is given extra support for embedding daily routines and procedures.

VPK, Pre-K VE and Kindergarten celebrations are scheduled at the end of year and parents are invited to attend to celebrate the students' accomplishments and receive an overview of the upcoming grade. The Best Practices for Inclusive Education (BPIE) provides for Pre-K VE to Kindergarten transition which includes an end of the year awards ceremony and celebration for the students. Additionally, at the end of the year VPK and Pre-K VE students visit Kindergarten classrooms to prepare them for the transition to next grade.

Pinar coordinates school visits with the receiving middle schools for our rising sixth grade students. Informational sessions are provided for parents to assist with a smooth transition.

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 role of the school-based leadership team in developing the school improvement plan is to provide input utilizing data from the 2018-2019 school year to develop our annual goals and strategies, monitor progress of the strategies, and provide instructional support to teachers in the implementation of best instructional practices, interventions, MTSS, data-analysis and on-going progress monitoring. The leadership team met with the School Advisory Council (SAC) to assist in developing the SIP. The team provided MTSS, academic and social/emotional data, helped set clear expectations for instruction, facilitated the development of a systemic approach to teaching, and aligned processes and procedures.

Pinar Elementary School's MTSS Leadership Team functions as follows:

Step 1: Initial data is gathered and used to identify MTSS Tiers for all students. Tier 1 data is discussed in grade level data meetings. Students who are not progressing will be identified for Tier 2 instruction and may later be identified for Tier 3.

Step 2: The classroom teacher implements intervention instruction as identified during the initial meeting and progress monitors weekly for at least 3 weeks.

Step 3: Follow-up MTSS meetings provide data for on-going progress monitoring and is used to identify next steps.

Step 4: Intervention instruction continues to be implemented and learning is monitored weekly. Continue to hold follow-up MTSS meetings with the school-wide team every 3 weeks until student learning is evident with consistent data.

Step 5: The school-based MTSS team conducts a follow-up meeting with the teacher and the grade level team.

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

Pinar implements strategies similar to AVID to increase student engagement and promote academic and career planning. Student are engaged in individual data chats and goal-setting to empower them to track their own progress and take ownership of their academic goals. Instruction is differentiated during small group time to meet educational needs and decrease achievement gaps. We also partner with Junior Achievement to work with local businesses to bring career awareness through JA in Day.

Part V: Budget						
1	III.A	Areas of Focus: Increase Math learning gains for the lowest 25th percentile of students as well as Math learning gains for all students. (Division Priority-Narrow Achievement Gaps)				\$1,177,974.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1541 - Pinar Elementary	General Fund		\$1,034,650.00
			<i>Notes: Teachers will work to increase math learning gains.</i>			
	6300	130-Other Certified Instructional Personnel	1541 - Pinar Elementary	Title, I Part A		\$70,831.00
			<i>Notes: Resource teacher to support math and science instruction</i>			
	5200	120-Classroom Teachers	1541 - Pinar Elementary	Other Federal		\$66,493.00
			<i>Notes: Support Facilitation teacher to provide services to students with IEPs.</i>			
	5900	100-Salaries	1541 - Pinar Elementary	Title, I Part A		\$6,000.00
			<i>Notes: ATS tutoring to support students in math.</i>			
2	III.A	Areas of Focus: Implement Year 3 DPLC Close Reading Goals (Division Priority - Narrow Achievement Gaps)				\$44,537.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	160-Other Support Personnel	1541 - Pinar Elementary	Ttitle III		\$28,107.00
			<i>Notes: Bilingual paraprofessional to support ELL students.</i>			
	5100	160-Other Support Personnel	1541 - Pinar Elementary	General Fund		\$28.00
			<i>Notes: Bilingual paraprofessional to support ELL students.</i>			

Orange - 1541 - Pinar Elementary - 2019-20 SIP

	6400	130-Other Certified Instructional Personnel	1541 - Pinar Elementary	Other Federal		\$10,402.00
			<i>Notes: Instructional Coach to support teachers with reading instruction and intervention.</i>			
	5900	100-Salaries	1541 - Pinar Elementary	Title, I Part A		\$6,000.00
			<i>Notes: ATS Tutors to support students in ELA and writing.</i>			
Total:						\$1,222,511.00