

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Janis Devoti
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pinon Elementary School
(As it should appear in the official records)

School Mailing Address 2921 Camino de los Caballos
(If address is P.O. Box, also include street address.)

City Santa Fe State NM Zip Code+4 (9 digits total) 87507-9494

County Santa Fe

Telephone (505) 467-1602 Fax (505) 471-9002

Web site/URL https://pinon.sfps.info/ E-mail jdevoti@sfps.k12.nm.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Veronica Garcia E-mail vcgarcia@sfps.k12.nm.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Santa Fe Public Schools Tel. (505) 467-1600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Kate Noble
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 19 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 29 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	35	31	66
1	28	43	71
2	35	37	72
3	41	47	88
4	28	47	75
5	39	39	78
6	48	47	95
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	254	291	545

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1.6 % American Indian or Alaska Native
 - 2.3 % Asian
 - 0.4 % Black or African American
 - 81 % Hispanic or Latino
 - 0.9 % Native Hawaiian or Other Pacific Islander
 - 13.8 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 8%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1, 2018	555
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Portugese, Spanish

English Language Learners (ELL) in the school: 22 %
121 Total number ELL

7. Students eligible for free/reduced-priced meals: 60 %

Total number students who qualify: 327

8. Students receiving special education services: 10 %

54 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>20</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 27

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	96%	97%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Pinon Elementary School - A Community of Learners! People believing that Every child can achieve success with Support from school, home, and community.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Pinon Elementary School opened its doors to the Santa Fe community in 1979. Demographically, Pinon School has served the city's affordable housing residents for the last 40 years. The school is strategically hidden within a residential area but has access to the greater Santa Fe southwest corridor. The students arrive at school via public school bus transportation, private vehicles, or residential walkers and bikers.

"We are a family, a Pinon Eagle family," exemplifies the multi-generational heritage that imbues the school's and communities' spirit of working together to transform children's lives. The student body is composed of many students whose parents and grandparents attended Pinon. Several staff members also were Pinon Eagles. Together, the multi-generational population works side by side to provide a rich and enduring academic experience for students.

The Pinon School population is a microcosm of the culturally and linguistically diverse populace of Santa Fe. Pinon students are afforded many opportunities to learn from, and work alongside peers from multiple cultures, races, languages, traditions, and religions.

The Pinon School staff is guided by a set of beliefs regarding teaching, learning, and the meaning and purpose of education. Teaching for understanding; not just for knowledge, encouraging deep learning, building confidence, and developing a growth mindset are the belief sets of the Pinon School learning community. These beliefs guide all stakeholders in the quality of education afforded to all students.

Pinon School espouses a whole community approach to learning that engages all stakeholders in the creation of a learning environment that addresses students' unique needs, learning modalities and respects individual differences. The goal of the total education program is to develop and extend essential skills in language arts, mathematics, environmental awareness, science, social studies, physical education, fine arts, and promote positive attitudes and respect toward self and others. It is the responsibility of all staff to provide a safe and supportive learning environment for the promotion of exploration, discovery, decision-making, and risk-taking.

To accomplish the mission and goals set forth by the Pinon Learning Community, a purposeful instructional plan has been developed that includes specifically designated blocks of time for delivery of core curriculum, interventions, remedial and enrichment services. Uninterrupted instructional blocks for ELA and math content ensure that students receive instruction using grade level common core state standards and also receive learning experiences that are in response to individualized interventions. These include, but are not limited to, gifted and resource services, EL services, and Tier II and Tier III interventions.

The social-emotional and physical well-being of every student are focal points in the creation of a myriad of activities incorporated into the Pinon learning experience. All activities advance and promote the dignity and respect of every student and adult. There is congruence between beliefs and practices. To this end, the daily lunch groups with students and the counselor promote the dialogue of problem-solving and empathy towards one another. Peer resolution of conflicts is facilitated by the trained 5th-grade conflict mediators. Daily, 6th-grade school ambassadors greet every student as they enter the building and forge big brother/sister relationships among the primary grade students and sixth-grade student leaders. The daily recitation of the Pinon Pledge by the entire student body and staff reinforces the Pinon School belief system. The Parent Educator Service Club, PES Club, along with the entire school community, annually promote activities focused on developing healthy minds and bodies. Every day students and staff participate in the Pinon Walking Club. Annually, a fall Fun Run is held along with a Pinon Health Fair. The school nurse promotes healthy habits as part of the school's everyday curriculum.

Continuity, consistency, stability and positively forged relationship building are attributes that are highlights of the Pinon School community. The stability of a veteran staff, along with continuity of programs, belief systems and mutually agreed upon cultural norms and expectations have contributed to the vibrant and strong, multi-generational academic success of Pinon students. For three consecutive years, Pinon School has received an "A" ranking from the NM PED. This is a testimony to the belief by all stakeholders that

every child has a right to a high quality education in order to achieve their greatest potential with support from school, home and community.

The Pinon Pledge, "In this school... We do second chances. We apologize. We forgive. We respect each other. We keep our promises. We never give up. We encourage one another. We laugh often. We belong. We are a Family, a Pinon Eagle Family."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Pinon School’s core curriculum is directly aligned to the Common Core State Standards (CCSS) for English Language Arts (ELA) and mathematics and the New Mexico State Standards for science and social studies. In all curriculum areas, very thoughtful and deliberate decisions have been made regarding strategies and materials selected to advance students’ learning, understanding and concept mastery, and fostering critical thinking skills.

An instructional block schedule has been designed that provides a minimum of 2 hours, uninterrupted literacy instruction for grades kindergarten through sixth grade. As a school with a significant percentage of English Language Learners, Pinon recognizes that oral language skills are critical prerequisites for successful reading. Supporting and honoring students’ home language and cultures are paramount in creating a curriculum structure that ensures students’ early reading success. In the scope and sequence of early literacy, reading instruction is supported with targeted language instruction that provides direct teaching of important background information, vocabulary and thinking skills.

In the areas of reading and math, universal screenings are done using Reading Mastery placement tests, Istation assessments and NWEA, MAPS testing. Students who place on level, receive grade-level instruction using Reading Mastery and other grade-level programming, such as trade books, literary selections, close reading articles, etc. In the area of math, on-level students continue to receive instruction with the adopted programs and supplemental materials.

During Tier I core instruction, adopted materials and additional resources are tailored to meet the individual needs of the students. Continuous progress monitoring of these students determines the level of enhancement or learning extensions necessary.

1b. Reading/English language arts

The explicit and systematic scaffolding of phonemic awareness skills are incumbent in the early literacy reading program. For the past several years, Pinon School has incorporated the Direct Instruction, Reading Mastery, reading model. Comprehension, the ability to gain meaning from text, is Pinon School’s goal of learning to read. Reading to learn then moves students beyond the task of decoding to making sense of written text, particularly in expository materials such as content area materials, reference passages, etc. A strong emphasis is placed on informational text, interpretive comprehension and reasoning.

The daily teacher literature read aloud, exposes students to literature and supports students’ love of reading. The Pinon library is the hub of the school and the exciting environment entices the students to explore literature and a world of different cultures, genres, etc.

Differentiated, small reading groups meet daily, at every grade level, to provide targeted learning opportunities, at each student’s instructional level. Frequent formative assessments are incorporated into the reading curriculum supporting Tier I, Tier II, Tier III interventions. These flexible groupings ensure that data and professional knowledge regarding students’ progress are constantly being monitored and appropriate interventions applied.

The instructional cycle clearly delineates the process by which students’ are placed in appropriate leveled groups, and assessed regularly. Universal screening of all students takes place the first two weeks of school and students are placed in appropriate, flexible reading groups based on placement tests, including Istation/MAPS. Every five lessons for primary grades, and every ten lessons for the intermediate grades, students are assessed for accuracy, rate and understanding.

Pinon staff has developed a school-wide writing program that incorporates a continuum of strategies across the grade levels and incorporates the techniques from the Step Up to Writing program. Writing is emphasized in all curriculum content areas including interactive journaling in math, science and reading, citing evidence from text, making inferences and designing projects that make thinking visible via writing.

1c. Mathematics

Mathematical CCSS drives math instruction. The formative assessment, NWEA-Maps is administered three times a year to students in grades kindergarten through sixth. The beginning of year assessment data is used to ascertain student placement in the math curriculum. The subsequent assessment, (MOY), is used to modify teaching and learning activities to improve student concept mastery and to ensure appropriate differentiation of learning opportunities. Progress monitoring, using Istation Math as well as unit tests, support teachers in assessing student mastery of recently taught concepts as well as lesson planning. The summative assessment, New Mexico's Measures of Student Success Assessment (NM-MSSA), is used to assess all students in grades three through sixth on grade-level standards.

Number sense, and conceptual understanding of operations are supported in the primary grades with the addition of Connecting Math to compliment math instruction. Saxon Math and Engage NY are programs used by teachers and supplemented by on-line programs such as IXL, MobyMax, Kahn Academy, etc. Developing mathematical understanding is realized through the incorporation of students' processing strategies and reasoning in problem-solving.

Extensive professional development and cross-grade level conversations continue to take place to ensure that a common language and school practices, including scaffold mathematical vocabulary, are incumbent in the CCSS delivery of mathematical instruction. Common graphic organizers are used to support students' understanding and ability to navigate word problems. The acronyms CUBES and KSAP are familiar terms used by all Pinon students when problem-solving; CUBES stands for Circle key numbers and units, Underline the question or directives, Box key math words, Evaluate and Eliminate, Solve and Show your work.

1d. Science

The LANL Foundation of New Mexico provides the inquiry-based science curriculum, Inquiry Science Education Consortium, with lead teachers as facilitators for both primary and intermediate grades. ISEC provides K-6 STEM curriculum materials and kits that are aligned with New Mexico's science education standards. Each grade level receives two kits, one focused on Earth science and one focused on physical science. The kits are inquiry-based, experiential learning units are designed for student-centered, hands-on exploration involving critical thinking opportunities through problem-solving, research, reasoning, journal writing, and data collection. This multi-sensory approach incorporates all disciplines and facilitates students' conceptual understanding of key science concepts. Physical science kits include Materials and Motion, Sounds and Light, Solids and Liquids, Motion and Matter, Energy and Mixtures, and Solutions. Earth science kits include Trees and Weather, Air and Weather, Pebbles, Sand and Silt, Water and Climate, Soils, rocks and Landforms, Earth and Sun, and Earth history. Life Science is integrated into classrooms through research and hands-on activities.

Assessment is on-going and based on journal entries, class discussions, and culminating projects. Fifth graders take NM-ASR, the New Mexico Assessment of Science Readiness, which is aligned to the New Mexico STEM Ready! Science Standards.

Professional development opportunities and teacher support are incumbent with the ISEC program. Each summer, and throughout the academic year, teachers participate in targeted professional development. The goal is for teachers to be well versed in the inquiry model and particularly with their grade level specific curriculum modules. Every teacher receives two kits for the year that span a ten-week period. Supplemental visits to various community projects and visits by noted scientists and professionals enhance the science curriculum.

1e. Social studies/history/civic learning and engagement

All students at every grade level are involved in project-based social studies activities that address specific New Mexico Social Studies Standards. The themes of these projects center around current events, world history and geography, United States regions, geography and history, New Mexico contemporary and historical people and events, regional geography, and our community helpers.

Geography, civics and government, economics and historical people and events are explored in the context of understanding the interrelatedness of these factors on the human experience. Each grade level focuses on special people and events incumbent in their specific standards. The sixth grade explores ancient civilizations and world history with culminating, interdisciplinary projects such as the Ancient World Live Wax Museum. Prominent civic leaders and guests visiting the school and making presentations highlight Black History Month. Constitution Day activities include visits by distinguished lawyers who discuss the Constitution and its direct impact on our everyday lives. New Mexico studies include visits to historical sights and annual trips to the New Mexico Legislature when it is in session.

Pinon school has designed social studies assessments at every grade level. Grade levels design projects with accompanying rubrics that cover the targeted NM standards.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

All students grades kindergarten through sixth grade are afforded classes in visual arts, music, physical education, and technology on a weekly basis. Teachers in these curriculum areas work closely with grade-level teams to create lessons that enhance learning already happening in the general education classrooms.

Using Bloom's Taxonomy, National Core Art Standards, and New Mexico Visual Arts Standards, the art teacher creates grade appropriate lessons for all students. Lessons for students in the primary grades often focus more on the process than the product. Investigating and appreciating the arts allow children to integrate a number of different skills essential to child development. The lessons provide each child with opportunities to express ideas and feelings. In the upper grades, students create projects that allow them to express themselves through different modalities. Clay-mation, pottery, print-making, and painting are used to introduce new vocabulary and the history of art.

Rhythm, reading music, and creating original compositions are all components of the music program offered at Pinon. In fourth grade, every student takes Band instead of Music. The students are introduced to three different instruments, a wind instrument, a brass instrument, and percussion. Students complete a ten-week course for each instrument followed by a concert attended by their parents and friends. This allows the students to explore the different instruments and eventually choose their preferred instrument based on experience. In fifth and sixth grade, students are given the choice to continue in band or return to music. Approximately fifty-five students remained in the band this year. The focus of the band lessons includes reading music, playing scales and songs, and learning their role in a band. Opportunities to perform for the school and community highlight the students' learning.

The physical education program supports students' need to develop their physical well-being. In order to do this, they take part in various kinds of physical activities, which help them grow and achieve physical fitness. The activities are grade-level appropriate and focus on gross and fine motor skills, individual and team sports. Annually, students participate in the National Presidential Physical Fitness Challenge.

The physical education instructor also coordinates with the school nurse to create lessons and activities that promote healthy eating and healthy habits. A Pinon Health Fair with representatives from numerous health-based agencies in Santa Fe is held each fall. Included in the Health Fair is a blood drive to serve the citizens of Santa Fe. In addition, the Cooking with Kids Program provides tasting lessons for students as part of the

health and wellness curriculum.

At the start of each school year, students complete a unit on Digital Citizenship. This unit includes information on using the internet responsibly and cyber-bullying. When students complete the unit they are awarded a Digital Driver's License. This license allows them access to the technology offered at school. Future technology lessons focus on grade-appropriate activities aligned to the ITSE standards. These lessons allow the students to become familiar with apps, platforms, Google applied digital skills, etc. through collaborative, project-based learning. Classroom teachers extend the learning opportunities by integrating the targeted technology skills into the classroom activities and curriculum.

The Second Step Program is part of the wellness curriculum for Students in kindergarten through fifth grade. This program focuses on social-emotional learning. Through role-playing and class discussions students are given opportunities to explore topics such as bullying, empathy, and taking responsibility.

3. Academic Supports:

3a. Students performing below grade level

Personnel, systems and programs are in place at Pinon School to academically support all students. Santa Fe Public Schools follow the MTSS (Multi-tiered System of Support) process to ensure that structures are available to guide all stakeholders through the process of providing equitable, quality educational services for students. The school interventionist, SAT leaders, administrators, counselor and nurse comprise the site Wellness Team. These individuals, together with parents and teachers, are integral members of the support system for students.

The Pinon Instructional Plan defines the times dedicated to core curricula instruction. The instructional plan has designated block times for grade-level ELA, math, English Language Development, social studies, and science instruction. Also included are additional block times for reading and math interventions.

Thoughtful and purposeful lesson planning aligns the CCSS standards to the objectives and targeted activities for every lesson. Throughout the components of the delivered lessons, differentiation occurs as students receive leveled instruction to either extend the lesson concepts or have the skills retaught.

The instructional cycle consists of 4 essential elements; instruct, assess, progress monitor, reflect/adjust instruction. Teachers administer beginning of year assessments to determine the instructional plan, then implement evidence-based practices and instruction, at students' instructional level, followed by progress monitoring to determine if students are making adequate forward growth (based on students' needs). Finally, teachers use various data instruments to adjust or continue with their teaching plans.

Tier I interventions are provided for students who need extra support and targeted skill development. The student identified for Tiered interventions receives additional targeted instruction during the identified 30-minute intervention block for reading, math or both. The options for support may include extra small group instructional time, skill specific re-teaching, one on one direct instruction, tutoring, etc. Progress monitoring is ongoing and always determines next steps.

A student who continues to perform below level on Reading Mastery or adopted program testing, Istation, and MAPS assessments, receives additional interventions. A Classroom Intervention Plan (CIP) is designed for the identified student with set goals and specific data points to monitor progress. Careful implementation of the intervention plan, and frequent progress monitoring, determine if the student has made adequate forward growth to exit the CIP, or to continue with the Tiered interventions. However, if goals are not met over a designated period of time, a referral is made to the principal and the Pinon Wellness Team for review of the plan.

The Wellness Team may design further interventions or decide to advance the student to the Student Assistance Team (SAT) process for Tier II interventions. A SAT referral form is completed and documented by the teacher. The SAT leader completes all documents and a SAT meeting is held with

parents.

When deemed necessary, additional SAT meetings may be held where decisions are made as to the course of action needed: Tier II interventions maintained, either improvement or non-improvement noted; consider students for section 504 eligibility; make a referral for special education evaluation to determine whether Tier III services are required. Moving forward, the referral documentation is reviewed and arrangements are made for testing. If the diagnostic evaluation results indicate that a student meets the criteria for special education, an eligibility determination meeting is convened and a very specific IEP is collaboratively developed.

3b. Students performing above grade level

The MTSS process is also followed for students who continually perform above grade level. These students receive additional targeted interventions in the area(s) identified. A comprehensive plan is designed, implemented and data collected to determine how to enhance and extend instruction. Thematic units, project-based learning, multi-disciplinary assignments may be integrated into the core Tier I instruction, as extensions. During the intervention block schedule, students performing above grade level also receive extra attention.

A student may be referred for additional testing to determine eligibility for the gifted program at Pinon. If the student meets the criteria, an eligibility determination meeting is convened and a very specific IEP is collaboratively developed. The additional support services for the student are delivered during the allotted block schedule time by the special education gifted teacher.

3c. Special education

The MTSS process, by which students qualify for Tier III interventions, has previously been delineated. To qualify for special education, extensive diagnostic evaluations are administered to the student. A student meets the criteria for special education under a specific disability according to conditions designated in the IDEA. The eligibility determination targets the specificity of each student's IEP goals and delivered service hours, programs, and placement. Pinon delivers services in a co-teaching model, pull-out model, resource setting and medically fragile, life skills program. Pinon service providers include teachers, IISA paraprofessionals, a social worker, SLP, OT, PT and adaptive PE therapists and a RN. Quarterly, progress monitoring reports are presented to parents, and annually the IEP team meets to update the student's current IEP.

3d. ELLs, if a special program or intervention is offered

Students are identified as ELL students based on parents' responses on the student profile sheets. Kindergartners identified as English Language Learners are initially administered the W-APT assessment, while students in grades first through sixth are administered the WIDA screener. Yearly, the ACCESS test is given to determine the level of English Language proficiency.

Teachers and staff use the ELlevation dashboard to identify ELs, monitor ELs, group ELs based on data from ACCESS testing and find strategies that promote growth in the Reading, Writing, Speaking, and Listening domains of the English Language Proficiency assessment. Every identified ELL student receives English Language Development, leveled support, from a certified TESOL teacher during the designated block time.

The on-line Imagine Learning Program is one instructional tool that teaches language and literacy to students through leveled, interactive instruction. In addition to the Imagine Learning Program, Pinon School uses the comprehensive Language for Learning and Language for Thinking Programs to support early learners in English language development.

Those students who receive a score of five or better on the ACCESS test are exited from EL services, but are monitored for two consecutive years to ensure continued academic success. Annually, parents receive

letters regarding their child's most recent ACCESS scores and are offered support services for their child. Parents have the opportunity to agree to additional support or decline these opportunities.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Relationships are the key to providing students with a positive environment where they can thrive. Each school day begins with the Principal, Assistant Principal and sixth-grade ambassadors greeting each student in the breezeway. The Pinon Pledge is recited daily to remind students of their role as a member of the Pinon Eagle family. Teachers make it a priority to be intentional in both showing and telling students they care and they believe their students can succeed. Throughout the school, “Caught Being Good” certificates are posted. These are given to students for following the “Pinon Way.”

Attendance, academic achievement, and academic growth are all celebrated at Pinon. Every nine-week period students are celebrated for having perfect attendance and being on the A/B or A honor roll. In addition, each month students who have increased their scores on the Istation assessment have their names posted in the breezeway.

Pinon hosts a variety of afterschool activities aimed at supporting students’ interests. These activities include Lego club, Reading club, Girls Who Code, Robotics, Pinon Spirit Club, Electric Car Challenge, Future City, and Green Club. Many of the clubs offer opportunities for students to compete or present their learning. As students are successful, their confidence in their own abilities grows.

Pinon has also paired with high school students at the Masters Program to provide tutoring. The tutors work with one or two students throughout the semester, helping them academically and building positive relationships. Within Pinon School, all classes have a “buddy class.” Buddy classes consist of an upper grade and lower grade class. They build relationships through projects and reading buddies. During testing they encourage one another with signs and cards.

2. Engaging Families and Community:

Pinon understands the importance of parent involvement in the school setting. To that end, the staff has made it a priority to ensure all parents feel welcome at school and informed about their child’s education. At the start of the school year Pinon hosts a Meet and Greet. Families are invited to come to school and meet their teachers. The Parent Educator Service (PES) Club provides cookies and first day of school pictures. The Meet and Greet is done in the evening so parents can come to school after they finish the workday. A Pre-K and Kindergarten Meet and Greet are held separately. At these events, parents are introduced to the Pinon staff including the secretaries, counselor, nurse, and librarian. They are given time to ask questions about the school before meeting the classroom teachers. The purpose of this meeting is to make parents feel welcome and comfortable at Pinon.

Teachers at Pinon hold a minimum of three parent/teacher conferences throughout the school year. In addition, progress reports are sent on a regular basis. If a student is struggling either academically or behaviorally, a Classroom Intervention Plan is created. Parents are actively involved in helping to create the plan.

The school uses Class Dojo to inform parents about school activities as well as personal messages in reference to their child. Dojo has the capability to translate the messages into multiple languages helping to reduce the language barrier between home and school. A Wednesday packet with all pertinent information is also sent home for parents who do not have access to the internet.

Meet and Greet, Curriculum Nights, Pinon Health Fair, and student performances throughout the year help parents feel welcome at school. Curriculum Nights focus on students showcasing their learning and activities that encourage family engagement. For example, during Math Night, students teach parents how to play a math game and then materials are provided so families can play the games at home.

Parents are valued members of the school community. Pinon has both a very active parent/teacher group (Pinon Educator Service Club), as well as a SAC (School Advisory Committee) that meet monthly to

participate in formulating practices and policies. The PES sponsors activities such as Popcorn Fridays and the annual Fun Run. The SAC is very involved with the budget process each school year.

Pinon partners with the City of Santa Fe to offer basketball and cheerleading for girls and boys. Other community partners, such as Aspen Ballet offer low-cost Ballet Folklorico lessons and Cooking with Kids coordinates food tasting lessons to teach students about healthy eating. Girls on the Run is a youth development program that inspires Pinon girls to build healthy self-esteem.

3. Creating Professional Culture:

Teachers have one hour of common planning time five days a week. This allows time for lesson planning, analyzing data, and Professional Learning Communities. An Administrator or Instructional Coach attends the weekly PLC's to support the teacher teams. The PLC time is also utilized to collaborate with peers and examine pertinent student data in order to make informed decisions regarding the placement of students in appropriate, flexible reading groups, and math intervention groups. This reflection on data and PLC time to determine services for students at a grade level has resulted in very targeted instruction. For example, each teacher maintains a reading data binder. Based on data from the fluency and comprehension checks, changes are made to reading groups to ensure students are receiving instruction at their instructional level.

Friday afternoons are reserved for vertical curriculum alignment and school-wide professional development. All teachers are part of a committee focusing on reading, math, ELD, or science. This allows all teachers to work together and share their expertise.

Professional development is aligned to the school's 90-Day Plan goals. Strategies for effective small group reading and math interventions have been the focus of all teachers at Pinon along with strategies for solving multi-step math problems.

Multiple opportunities for PD are afforded teachers in Santa Fe. Many of the teachers have taken advantage of this PD, including incorporating Cuisenaire rods into math instruction, understanding data and reports available on the Istation assessment, and learning new technology applications. The information from the various PDs has been shared with staff on Friday afternoons. Colleagues have shared their expertise with other teachers, thus increasing teacher knowledge and ownership of their instruction.

Teachers have also formed a "Wisdom Group" that meets monthly to discuss the joys and trials of education. This group builds camaraderie between teachers and encourages self-reflection.

4. School Leadership:

Administration at Pinon makes every effort to be visible and supportive. Traffic duty, cafeteria duty, and greeting students in the morning are all priorities to allow both parents and teachers access to the Administrative team. Supporting teachers in the classroom is also a priority for this team. Administration attends PLC's for all grade levels and supports teachers' efforts with curriculum mapping and analyzing data as well as conducting regular walkthroughs in the classrooms with specific feedback given in a timely manner.

Keeping the mission and vision of Pinon School at the forefront is the goal of the Administrative team at Pinon. Decision making is focused on what is best for students, with shared leadership being essential in reaching that goal. To that end, an Instructional Leadership Team (ILT) at Pinon was created consisting of a representative from each grade level, a representative from Special Education, a Specials representative and an EA. This team meets to review data and create the 90-Day plan, discuss instruction and curriculum, and backward plan. The representatives are responsible for sharing information with their grade-level teams and bringing the teams' concerns and ideas to the ILT. In addition, four teacher leaders serve on both the PES and the ILT. Communication among all stakeholders is enhanced because of these efforts.

The administration assures that enough monies are available for grade-level field trips, supplemental curriculum, and supplies for all teachers. It is essential for teachers to feel supported as they plan for student success.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The Pinon Way! The culture that permeates Pinon Elementary School centers on the clearly defined and articulated expectations and practices reflected in the Pinon Way. The Pinon Way focuses on the human resources, relational expectations that transcend behavioral and academic norms and represents who Pinon is as a community of learners. This is a Pinon strategy for academic success.

The vision, mission, and goals are all aligned so that every student, staff member and parent understands the norms by which Pinon operates. Working together as a learning community describes how everyone relates to one another and how Pinon approaches teaching and learning. This sense of belonging creates a safe environment where people are valued, feel secure in taking risks, have an understanding and acceptance of who everyone is as a thinker, as a learner and take joint responsibility and accountability for student success.

Academically, this belief system has strengthened how Pinon School creates the learning environment. All stakeholders have a voice and share in various aspects of decision making. Decisions are based on what is in the best interest of the students. The Pinon belief system and core values shape the kind of opportunities the students experience. For example, Pinon stakeholders believe that to be successful the two prongs of reading must be the foundation of our students' education, both the ability to read AND the love of reading. Therefore all schedules, best practices, and curriculum decisions regarding reading are based on this guiding belief.

The Pinon Way identifies not only the messages and values that are consistent and reoccurring, but serves as the culture for learning and defines the Pinon School story. Posted on the walls of the school, recited and referenced daily, the Pinon Pledge and The Pinon Way describe, "We are a Community of Learners... We Take Responsibility for Our Actions,...We Are of Service To Others... We Can Expect Respect..."