

**Pinebrook Elementary**  
**Loudoun County Public Schools**  
**Comprehensive Needs Assessment - Executive Summary**

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[Virginia School Quality Profile](#)

**School Improvement Team:**

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<b>Katherine Ausgotharp</b>	<b>1st Team Lead</b>
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<b>Monique Matthews</b>	<b>SPED Team Lead</b>
<b>Kimberly Keener</b>	<b>Specialist Team Lead and IFT</b>
<b>Shawn McKinley</b>	<b>EL Team Lead</b>
<b>Hillary Hennessy</b>	<b>Reading Specialist</b>

**Instructional Overview**

*Provide descriptive information related to the curriculum, instructional programs, and/or existing interventions to support the academic, behavioral, and/or social-emotional needs for all students.*

At Pinebrook Elementary, we have developed a mission and school culture that provides teachers and staff the opportunity and structures necessary to create and deliver an

instructional program that focuses on being student-centered, with authentic learning opportunities, personalized learning opportunities, and reading instruction that is rooted in the Science of Reading concepts to meet the needs of each student as an individual.

### **Culturally Responsive Framework**

Pinebrook is committed to ensuring that our school is a welcoming, affirming, and inclusive environment, that we use inclusive curriculum and assessment, and that our students are engaged and challenged through core instruction and deeper learning. We emphasize the importance of high expectations and rigorous instructional opportunities for all students across all subject areas. Our school culture emphasizes our students' ability to realize their individual talents and skills, taking increased ownership of their learning. A growth mindset approach is utilized to help students learn from their mistakes and continue to grow as learners and citizens.

### **Instructional Leadership Team**

Our school leadership team consists of at least one teacher from each grade level, administration, the IF/T, and various specialists. The team looks at the school from a systems perspective and ensures alignment in subject areas, grade levels, and the learning environment across the school. The staff on this team also engage in leadership professional development to increase their capacity to facilitate meetings and serve as leaders throughout the school.

### **Collaborative Learning Teams**

Pinebrook has built a strong Professional Learning Community (PLC) that provides the essential support teachers need to effectively analyze data, plan for student instruction, develop strong core instruction, and implement a tiered support system. Teachers use data dialogue protocol at our weekly Collaborative Learning Team (CLT) Meetings to effectively evaluate student progress across subject areas.

Cycle:

1. Determine student needs and team learning needs
2. Design units/lessons/assessments with evidence-based strategies
3. Deliver instruction
4. Assess how instruction impacted student learning.

Throughout this process, teachers focus on the key areas with guiding questions below:

1. ANALYZE DATA: Where are we now?
2. DETERMINE NEEDS: Where are we going?
3. DESIGN INSTRUCTION: How do we move learning forward?
4. ASSESS IMPACT: Who benefited and who did not?
5. REFLECTION: What did we learn today?

Through our PLC+ structures, we leverage teacher individual efficacy into collective efficacy, resulting in being more intentional and precise when designing instruction. With this model, we can ensure each student is learning and growing.

### **Personalized Learning Team**

Personalized learning instruction is a bedrock of the academic processes at Pinebrook Elementary. Each year, we challenge teachers to build the PL program in their classrooms as a collaborative effort. At the heart of the Personalized Learning effort is the understanding that student ownership and goal setting are critical, alongside the value of developing a nurturing learning environment.

### **Assessments**

Pinebrook students participate in multiple assessments throughout the year to measure student progress, drive instructional decisions, and identify indicators for the next steps. Each assessment provides multiple data points for educators to make informed decisions regarding student needs.

### **Multi-Tiered System of Support (MTSS)**

Pinebrook is implementing a Multi-Tiered System of Support (MTSS) to refine interventions and support that Pinebrook's students receive with behavior and academics. Our goal is that students receive interventions based on their personalized needs consistently throughout all classrooms and grade levels.

- **Positive Behavior Interventions and Supports (PBIS)**

PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. Pinebrook has a school-wide implementation of positive behavior supports based on our "3 Rs": respectful, responsible, and ready. Pinebrook has built a house system to create powerful relationship-building opportunities between staff and students among the grade levels.

- **Response to Intervention (RTI):**

Pinebrook utilizes instructional data to develop individualized explicit interventions for students who require them. We can make further instructional changes by continually monitoring the students' responses to our interventions. Students are progress monitored either weekly or biweekly to determine instructional needs.

- **Social Emotional Learning (SEL)**

Pinebrook believes we must educate children academically, emotionally, and socially within a safe environment for meaningful learning to occur. Social thinking curriculum, support "lunch bunch" groups that focus on social/emotional needs, and tier 2 PBIS supports all work together to support the whole child's needs.

- **Equity**

Pinebrook is developing an equitable learning environment for all students that affirms every individual, values diversity, and ensures students have access to the resources needed to succeed. Pinebrook staff members participate in routine equity professional development to better meet the needs of their students.

### **Identification process:**

Pinebrook uses a variety of academic and behavioral identification processes to identify students at risk or in need of specialized content, methodology, or delivery of instruction.

### **MTSS Plans**

- When a child has met the criteria to receive specific interventions as determined through a process of identification; an intervention plan is developed and communicated to the parents. Depending upon the child's response to the intervention, a child may exit the intervention program or continue on until progress is made or the correct level of support is identified. Parents are always part of the communication and collaboration of efforts at each stage.

**Tiered, differentiated intervention process:**

Pinebrook Elementary School currently uses tools and programs to focus on the needs of the students that are identified as Tier 2 and Tier 3. Students are screened at the beginning, middle, and end of the year using specialized reading fluency and comprehension assessments and Reading and Math MAP. Assessment data is analyzed and discussed quarterly during CLTs, Tier 2/3 Intervention, and MTSS meetings. The data is updated quarterly, and instructional interventions are adjusted or implemented as needed. Progress monitoring data helps to ensure correct interventions are in place and modified where needed.

**Professional development:**

Throughout the school year, Pinebrook's staff will participate in Professional Development, increasing the understanding and abilities to implement Science Of Reading concepts. Each grade level will learn nine different topics and then implement them in their reading program. Additionally, teachers will experience PD opportunities to improve core instructional practices through the use of Instructional Rounds and coaching led by our Instructional Coach three times this year.

**Extended Learning Opportunities**

*Provide information to describe extended learning opportunities for students, staff, families, and community.*

**Families/Community**

- Puma Paw - Pinebrook strengthens the home/school connection with a weekly community newsletter to inform families of school happenings.
- Open House - Students and families are invited to the school to meet their teacher and classmates, tour the classroom, and deliver school supplies.
- Back-to-School Night - Families are invited to Back-to-School Night before school begins to learn about volunteer opportunities, joining the PTA, and, most importantly, classroom procedures and routines.
- Parent/Teacher conferences - Conferences are available for all families in the fall and as needed throughout the year.

- Tuesday Talks - The Pinebrook Administration Team hosts virtual talks for families and community members to attend on various topics relevant to Pinebrook. Topics have included supporting students with attendance, personalized learning, social/emotional learning, ParentVue, and more.
- Pinebrook PEP Program - This program, run by Pinebrook EL teachers, creates opportunities for families and other school stakeholders to become educational partners, build strength through cultural diversity, and promote inclusivity.
- Puma Pawd Podcast - Administration team members host a regular podcast to discuss a particular topic related to school or Pinebrook.
- Puma Block Party - An annual event to build community relationships and celebrate Pinebrook.
- Holidays Around the World - Multiple grade levels participate in a multicultural community-building event, where students share about family values, history, traditions, and culture.
- Pinebrook PTA hosts numerous events geared toward fellowship, community building, and celebration of the many cultures that are represented at our school.

### **Staff**

- Personalized Professional Learning - Throughout the year, staff members are provided opportunities to extend their knowledge of instructional practices in various competencies such as personalized learning, reading instruction, math workshop, social/emotional development, and computer science. Teachers are encouraged to reflect on their level of understanding and knowledge and then choose learning that best supports and strengthens the individual goals they have for themselves.
- Specialized Reading Instruction & Math Workshop - Pinebrook teachers are in the process of being fully trained to implement a literacy-rich environment to include targeted, differentiated reading instruction as well as a multi-faceted math workshop that focuses on individualized student needs through differentiation.
- Equity in the Center - Staff engage in rich conversations and learning focused on creating and sustaining a welcoming, affirming, and inclusive school environment.
- Science of Reading - Teachers will experience numerous opportunities to deepen their knowledge of explicit intervention, Personalized Learning, and core instruction high-leverage strategies to enrich the student learning experience.

### **Students**

- Student Ambassadors - Pinebrook selects 5th graders to act as Student Ambassadors for our school. The roles include helping out and acting as student leaders in school-wide assemblies and community events, making commercials for our morning news to highlight appropriate behavior, giving tours to new students, and planning a school-wide community service project.
- ASEP Clubs - Students select an after-school club based on their personal interests to participate in each week. This happens for six weeks in the fall and six in the spring.
- 5th Grade Patrols - Students are trained to be certified patrols through AAA criteria to support student safety throughout the building.

- Grade level performances - each grade level will perform a music production for the community
- Girls in STEM - Partnering with Lightridge High School's program, Girls in STEM is a four-session event at Pinebrook ES where 5th-grade students engage in hands-on STEM labs and experiments. This program aims to provide young girls a chance to experience the wonders of the STEM field first-hand.
- STEM Camp - Offered during the summer months to engage students in rigorous learning opportunities and develop executive functioning and critical thinking skills.
- Pinebrook Chorus - Offered for 4th and 5th grade students to expand their opportunities to participate in the arts.
- 5th Grade Musical - Under the guidance and support of the Lightridge High School Drama Program, Pinebrook's music teachers tasked the 5th graders with creating, writing, and performing the 5th grade musical. Students take on all aspects of the process and are mentored throughout the process.
- 5th Grade Community Service Opportunities - 5th-grade students participate in several activities and services throughout the school year, including multiple drives for household items and food to support the community and Pinebrook Elementary.

### Areas of Strength

*Summary statements for domains provide evidence of trend data analysis over a 3-year period and data triangulation to confirm areas of strength. Provide a clear connection between outcomes and contributing factors.*

#### Reading

- **SOL Data**
  - 92% pass and significant improvement rate in grades 3 - 5
  - 97% pass and significant improvement rate for students who are English Language Learners
  - 13% increase in pass advance from 3rd to 4th-grade class
- **MAP**
  - 86% of students are performing in the Tier 1 score range

#### Reading MAP Fall Tiers -Percentage of Students in Each Tier

<div> <div>Tier 1</div> <div>Tier 2</div> <div>Tier 3</div> </div>			
Grade 2	Grade 3	Grade 4	Grade 5

4%	4%	3%	1%
16%	13%	7%	7%
81%	83%	90%	92%

## Math

- **SOL Data**

- 97% pass and significant improvement rate in grades 3 - 5
- 97% pass and significant improvement rate for students who are English Language Learners

- **MAP**

- Higher percentage of Tier 1 students in all grade levels than compared to the district as a whole

### Reading MAP Fall Tiers -Percentage of Students in Each Tier

Reading MAP Fall Tiers -Percentage of Students in Each Tier				
Tier 1		Tier 2		Tier 3
1	2	3	4	5
6%	4%	2%	4%	2%
11%	17%	13%	5%	8%
83%	79%	85%	91%	90%

## Perception Surveys

Many indicator ratings are at or above the district and elementary averages, with 93% of students reporting they like Pinebrook. Additionally, many academic trends are significantly higher than both district and elementary averages, with many Pinebrook personal increases from previous survey results.

### Areas for Growth

*Summary statements for domains provide evidence of trend data analysis over a 3-year period and data triangulation to confirm areas of concern. Provide a clear connection between outcomes and contributing factors.*

Pinebrook Elementary is a high-performing school. However, there are a few areas of identified need in Reading and Math.

#### **Reading**

SOL scores indicate that for students with special needs, while showing a pass and growth rate of 80%, the actual pass rate is closer to 60%, and MAP scores also indicate that Conditional Growth percentiles are at or below the 50th percentile.

Pass Advance Category: Approximately 16% of students are scoring in the Pass Advance range, but MAP scores indicate that closer to 47% of students are performing in the high achievement zone with a RIT score in the 80th percentile or higher.

The personalized learning program is designed to address areas of need, by targeting individual student progress and growth.

#### **Math**

SOL scores indicate that students with special needs have a 53% pass rate and MAP scores also indicate that 60% of the same population are Tier 1 instruction. .

Pass Advance Category: Approximately 16% of students score in the Pass Advance range, but MAP scores indicate that closer to 38% of students are performing in the high achievement zone with a RIT score in the 80th percentile or higher.

The personalized learning program is designed to address areas of need by targeting individual student progress and growth.

#### **Perception Surveys**

Survey results revealed relative concerns with bullying, behavior, and discipline.

Pinebrook's current School Improvement Plan and mission support growth in the areas of need highlighted above.

### School Improvement Goals

#### Strand 1

*Schools identify at least one goal in Strand 1*



Domain 2 - Mathematics			
<b>Outcome Goal:</b>	By June 2024, students achieving below the 40th percentile on the Spring math MAP assessment will have an average conditional growth percentile of 60 or higher.	<b>Process Goal:</b>	Teachers will plan and deliver differentiated math instruction by providing personalized learning activities for at least three math lessons a week as measured by observation and walkthrough data, and when necessary, lesson plan review, which will be analyzed three times a year.

Domain 1 - English Language Arts			
<b>Outcome Goal:</b>	By June 2024, students achieving below the 40th percentile on the Spring reading MAP assessment will have an average conditional growth percentile of 60 or higher.	<b>Process Goal:</b>	Teachers will provide differentiated and targeted remediation at least three days a week as measured by Puma Power groups and walkthrough data, which will be analyzed three times a year.

School Improvement Goals Strand 2 <i>Schools identify at least one goal in Strand 2</i>			
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Domain 8 - Safe and Supportive Environments			
<b>Outcome Goal:</b>	By June 2024, the family perception survey in Academic Support will reflect an agree/strong agree score of 90% or	<b>Process Goal:</b>	Teachers will connect with parents to gather information about student strengths and areas of growth, and request a conference through a parent perception survey as measured

	higher by increasing the sub-section of how well teachers care about how well the child does in school.		quarterly by survey results.
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Domain 9 - Family and Community Engagement			
<b>Outcome Goal:</b>	By June 2024, The Equital Practices subsection of the Annual School Staff survey will reflect an 83% or higher rating for the statement "I facilitate conversations about race, racism, and inequity in my classroom."	<b>Process Goal:</b>	Each grade level will identify at least one standard in the curriculum that is connected to race, racism, and inequity develop an action plan to address student questions and concerns, and create an opportunity for deeper discussion as measured by action plan and observations/walkthroughs.

Domain 8 - Safe and Supportive Environments			
<b>Outcome Goal:</b>	PNB Elementary will reduce our chronic absenteeism rate from <b>20%</b> in the 22-23 school year to less than 10% in 25-26	<b>Process Goal:</b>	The PNB Attendance Team (AP, Dean, Attendance Officer, Registrar, and School Counselors) will identify students at risk of chronic absenteeism on a bi-weekly basis and implement an attendance plan of action 100% of the time.