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| LEA or Charter Name | Moore County Schools | Number: | 630 |
| School Name | Pinehurst Elementary School | Number: | 342 |
| School Address: | 100 Dundee Rd Pinehurst, NC 28374 | | |
| Plan Year(s): | 2014-2015 | | |
| Date prepared: | September 2014 | | |
| Principal Signature: | | | |
| Local Board Approval Signature: | | | Date |
| | | | Date |

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

| Committee Position* | Name | Committee Position* | Name |
|----------------------------|-----------------|----------------------------|-------------------|
| Teacher | Brooke Wilson | Parent | Kristin Richmond |
| Teacher | Meryl Davidson | Instructional Coach | Kim Phelps-Deaton |
| Teacher/Chair | Andrea Judge | Assistant Principal | Judith Douglas |
| Teacher | Carolyn Wade | Principal | Ashlee Ciccone |
| Teacher | Rebecca Stone | | |
| Teacher | Tiffany Hilyard | | |
| Teacher | Melissa Dexter | | |
| Counselor | Lyndsay Owens | | |
| Instructional Assistant | Tameka Blue | | |



School Improvement Plan

School: Pinehurst Elementary School

Principal: Ashlee Ciccone

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| Pathway: <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership | Critical Element: Future-ready Skills | Current Growth Stage: <input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling |
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What data provides evidence of current growth stage?

Teacher Evaluation Instrument, Common Core Standards, future implementation of 1:1 digital initiative

Annual Objective:

Explore and implement new and novel ways to embed future-ready skills in daily learning experiences.

Mid Year Target:

By mid-year, we will have offered four sessions on digital tool implementation on early release dates.

By mid-year, all students will participate in makerspace activities.

By mid-year, all students will be utilizing their data notebooks to track and record personal progress in reading and in math.

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
|---|-------------------------|--|---|--|--|------------------|-----------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Target Date | Completed |
| Create a working definition of future-ready skills appropriate for K-5 students so that a common understanding is built across the school. | All PES faculty | MCS definition; PLC meetings | Lyndsay Owens | Definition provided for all staff | December 1, 2014 | December 1, 2014 | |
| Implement individual student data notebooks for each child so that student self-awareness of academic, social and emotional progress increases. | All PES Faculty | Notebooks for each child Data collection sheets by grade level mClass/SRI data Common Assessment Data | Kim Phelps-Deaton Judith Douglas Ashlee Ciccone | Active working notebooks for each child | September 30, 2014 November 15, 2014 January 15, 2015 March 3, 2015 April 22, 2015 June 1, 2015 | June 1, 2015 | |
| Provide embedded professional development in the area of digital learning so that teachers can increase implementation of effective digital tools daily. | MCS DIFs PES Faculty | Meeting Time DIF support | Cathy Wilkison | Meeting Agendas Attendance Rosters | September 30, 2014 November 15, 2014 January 15, 2015 March 3, 2015 April 22, 2015 June 1, 2015 | June 1, 2015 | |
| Design effective lessons to utilize creativity and problem-solving regularly so that student engagement is promoted and supported throughout core curriculum. | All PES faculty | Dolphin Collaboratory Material needs Sample lessons PLC Meetings DIF support | Ashlee Ciccone Judith Douglas | Teacher Observations Lesson Plans | September 30, 2014 November 15, 2014 January 15, 2015 March 3, 2015 April 22, 2015 June 1, 2015 | June 1, 2015 | |

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
|---|-----------------|--|--------------------------|---|--|------------------|-----------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Target Date | Completed |
| Identify leadership opportunities currently available for all students so that a baseline is created. | SIT Team | Meeting Time | Andrea Judge | Meeting Minutes | October 15, 2014 | October 15, 2014 | |
| Increase student leadership roles K-5 by 20% so that all students have multiple opportunities to grow as leaders. | All PES Faculty | Examples from other schools Meeting Times Faculty leadership support | Lyndsay Owens | List of opportunities Documented student participation rates | November 15, 2014 January 15, 2015 March 3, 2015 April 22, 2015 June 1, 2015 | June 1, 2015 | |



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| Pathway: <input type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input checked="" type="checkbox"/> Leadership | Critical Element: Leadership Skills of Employees | Current Growth Stage: <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling |
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What data provides evidence of current growth stage?

2014 Teacher Working Condition Survey indicated:
 71.4% of teachers are resolute to make sound professional decisions about instruction.
 71.4% Teachers have an appropriate level of influence on decision-making in this school.

Annual Objective:

100% of PES faculty members will assume a leadership role in the school.

Mid Year Target:

Leadership opportunities will have increased by 50% by January 31, 2015.
 75% of our Professional Learning Communities will operate consistently utilizing effective PLC protocols as measured by quarterly PLC evaluations.

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
|--|-----------------|--|---|---|---|--------------|-----------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Target Date | Completed |
| Promote each teacher to assume a leadership role in a committee or school activity, so that all staff members feel that they have a positive impact on our school community. | All PES Faculty | Mentors Coaching Interest Surveys | Judith Douglas | Committee Minutes | October 30, 2014 December 10, 2014 March 3, 2015 June 1, 2015 | June 1, 2015 | |
| Teachers participate in PLC meetings and vertical planning so that all teachers are collaborating and accountable for student learning. | All teachers | Requested professional development PLC process pd Common Planning time weekly and quarterly | Ashlee Ciccone Kim Phelps- Deaton | PLC Documentation | October 15, 2014 November 15, 2014 December 10, 2014 January 15, 2015 March 3, 2015 April 22, 2015 June 1, 2015 | June 1, 2014 | |
| Create schoolwide protocols so that all staff members have a consistent language and understanding of school procedures. | All PES faculty | Professional development for teachers and staff Creation of documents | Ashlee Ciccone Judith Douglas | Mentoring Logs PLC Meeting Minutes BT Meeting Agendas Consistent language and output among staff Faculty Handbook PBIS | October 15, 2014 November 15, 2014 January 15, 2015 March 3, 2015 April 22, 2015 June 1, 2015 | June 1, 2014 | |



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| Pathway: <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership | Critical Element: Differentiation | Current Growth Stage: <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling |
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What data provides evidence of current growth stage?

mClass Data:

BOY Composite Data 2014-2015

Kindergarten proficiency 87%

1st grade proficiency 87%

2nd grade proficiency 91%

BOY TRC Data 2014-2015

Kindergarten proficiency 83%

1st grade proficiency 83%

2nd grade proficiency 56%%

EOG Data:

3rd grade math CCR proficiency 67.6%

4th grade math CCR proficiency 65.8%

3rd grade reading CCR proficiency 72.1%

4th grade reading CCR proficiency 64.5%

BOG Data:

47% proficient in 3rd grade September 2014

Annual Objective:

Increase mClass reading, EOG Math, reading and science proficiency by at least 10% per year up to 80% and 5% up to 90%.

Increase of student cohort performance to 91% mClass DIBELS performance in Kindergarten.

Increase of student cohort performance to 87% mClass TRC performance in Kindergarten.

Increase of student cohort performance to 91% in mClass DIBELS performance in 1st grade.

Increase of student cohort performance to 87% in mClass TRC performance in 1st grade.

Increase of student cohort performance to 95% in mClass DIBELS performance in 2nd grade.

Increase of student cohort performance to 62% in mClass TRC performance in 2nd grade.

Increase of student cohort performance to 79% in 3rd grade reading based on 2014 BOG results.

Increase of student cohort performance to 82% in CCR Proficiency in 4th grade reading.

Increase of student cohort performance to 77.6% in CCR Proficiency in 4th grade math.

Increase of student cohort performance to 74.5% in CCR Proficiency in 5th grade reading.

Increase of student cohort performance to 75.8% in CCR Proficiency in 5th grade math.

Increase of proficiency to 85% in CCR Proficiency in 5th grade science.

Mid Year Target:

Continuous increase of student proficiency on quarterly interim assessments for EOG tested subjects as well as MOY mClass assessments.

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
|--|---------------------|--|----------------------------------|--|---|--------------|-----------|
| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Target Date | Completed |
| Effectively implement NCSCOS/Common Core Math Standards for grades K-5 with aligned resources. | All faculty members | Engage NY Resource PLC Meetings Coaching sessions Teammates Formative Assessment Data | Kim Phelps-Deaton | Lesson Plans Meeting Minutes Classroom observations Assessment Data | October 15, 2014 November 15, 2014 December 15, 2014 January 15, 2015 February 15, 2015 March 15, 2015 April 15, 2015 May 15, 2015 | June 1, 2015 | |
| Effectively implement literacy block in grades K-5 to align all work to Common Core State Standards. | All faculty members | NCSCOS PLC Meetings Coaching sessions Teammates | Kim Phelps-Deaton | Lesson Plans Student mClass, SRI and EOG scores Classroom observations | October 15, 2014 November 15, 2014 December 15, 2014 January 15, 2015 February 15, 2015 March 15, 2015 April 15, 2015 May 15, 2015 | June 1, 2015 | |
| Monitor use of common assessments and standardized testing systems to ensure immediate action is taken for students failing to progress as appropriate | All faculty members | Common Assessments PLC Meetings Coaching sessions Teammates | Ashlee Ciccone Judith Douglas | Meeting minutes Disaggregated data | October 15, 2014 November 15, 2014 December 15, 2014 January 15, 2015 February 15, 2015 March 15, 2015 April 15, 2015 May 15, 2015 | June 1, 2015 | |

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| | Team Members | Resources/ Professional Development Needed | Person(s) Responsible | Evidence(s) | Reporting Timeframe | Target Date | Completed |
| Monitor through bi-monthly grade level PLC meetings the implementation of effective teaching strategies as evidenced by common assessment data | All faculty members | PLC Meetings Administrative facilitation of conversations | Ashlee Ciccone Judith Douglas Kim Phelps-Deaton | Meeting Minutes | October 15, 2014 November 15, 2014 December 15, 2014 January 15, 2015 February 15, 2015 March 15, 2015 April 15, 2015 May 15, 2015 | June 1, 2015 | |
| Effectively replicate systems whereby students in previous cohorts were successful - particularly the highest learners in 4th grade reading and all learners in 5th grade math | All faculty members | Vertical Planning Time Framework for conversation Method for determining best practices from 2013-2014 | Judith Douglas | Meeting Minutes Classroom Observations Meeting Minutes | October 15, 2014 November 15, 2014 December 15, 2014 | December 1, 2015 | |
| Utilize quarterly data talks to review student performance child by child, implementing intervention and enrichment necessary as data indicates. | All faculty members | PLC Meetings Common assessment data Facilitation by administrators and plc members EC and AIG support SST | Ashlee Ciccone | Meeting Minutes Disaggregated Data Intervention/Enrichment plans | October 15, 2014 November 15, 2014 December 15, 2014 January 15, 2015 February 15, 2015 March 15, 2015 April 15, 2015 May 15, 2015 | June 1, 2015 | |