



2016-2017

School Improvement Plan One Page Summary

School Name: Pinehurst Elementary School

Principal: Ashlee Ciccone

School Improvement Chairperson: Kelly Dontje

Three measurable points of pride:

- 56% of our 3rd graders passed the BOG – up from 46%-48% over the past three years
- 5th grade EOG math scores continued to exceed growth for the fourth straight year
- Pinehurst Elementary School celebrates improvement in Teacher Working Conditions across all areas that are school related. Most specifically, we saw improvement in teacher collaboration, access and support for digital technology, access to equipment, community support, a high level of trust and mutual respect within the school, and a facility that is clean and well-maintained, school communication and teacher leadership.

Goals to improve our school in the coming year:

- We are focused on improving reading and math proficiency scores for those below grade level.
- PBIS program strategies reflect school wide expected behaviors.
- All students will demonstrate effective future-ready skills.

Key Strategies to continuously improve and accomplish goals:

- Reading and math proficiencies will be improve by strategically supporting EC students with improved master scheduling, improved program implementation and assessment practices, regular education intervention practices, and providing on-going professional development regarding the use of Eureka Math materials.
- Students will participate in showcases that celebrate their learning. This may include makerspace activities, conferencing with adults on their goals and progress through their personal data notebooks, or student demonstrations of computer coding, robotics and project-based learning experiences.
- The PBIS program has been implemented with a intentional focus on schoolwide consistency of expectations along with monthly celebrations.

Board of Education and community members can assist us in reaching our goals by:

- Celebrating the accomplishments of our students by participating or attending student showcases – even being the adult to conference with a student!
- Recognizing that there are children in our school who demonstrate significant needs that may be masked by celebrated school data points.

SCHOOL IMPROVEMENT PLAN

School Name	Pinehurst Elementary School	School Number	342
School Address	100 Dundee Rd., Pinehurst NC 28374		
Principal	Ashlee Ciccone		
District Name/State Local Education Agency (LEA) Number	Moore County Schools (630)		
Date of Initial School Staff Vote of Approval			
Date of Last Review/Update			
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision

PES...in the business of play.

Mission Statement

We believe all children can learn. With the support of families and the community, our faculty and staff are committed to teaching and meeting the needs of all children so they may reach their potential.

District and State Goal Alignment

Moore County Schools Key Indicator of Success - 1) Learning Pathway

Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.

Moore County Schools Key Indicator of Success - 2) Community

Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.

Moore County Schools Key Indicator of Success - 3) Culture Pathway

Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.

Moore County Schools Key Indicator of Success - 4) Leadership Pathway

Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.

Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2016-17 and 2017-18)
Principal	Ashlee Ciccone		
Parent Representative	Katie Barrett	31-May-16	2016-17 and 2017-18
Parent Representative	Clarke Campbell	5/31/2016	2016-17 and 2017-18
Teacher	Bridget Martin	5/11/2016	2016-17 and 2017-18
Teacher	Andy Ambrose	5/11/2016	2016-17 and 2017-18
Teacher	Kelly Dontje	5/11/2016	2016-17 and 2017-18
Teacher	Sarah Durning	5/11/2016	2016-17 and 2017-18
Teacher	Meagan Ayers	5/11/2016	2016-17 and 2017-18
Teacher	Suzanne Russell	5/11/2016	2016-17 and 2017-18
Teacher	Marsha Harms	5/11/2016	2015-16 and 2017-18
Teacher	Carolyn Wade	5/11/2016	2015-16 and 2017-18
Teacher Assistant	Tameka Blue	5/11/2016	2016-17 and 2017-18
Assistant Principal	Judith Douglas	5/11/2016	2016-17 and 2017-18

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

Pinehurst Elementary School celebrates an improvement in Teacher Working Conditions across all areas that are school related. Most specifically, we saw improvement in teacher collaboration, access and support for digital technology, access to equipment, community support, a high level of trust and mutual respect within the school, and a facility that is clean and well-maintained, school communication and teacher leadership. Our kindergarten-second grade composite scores continue to be well above the district and state averages with all rising first graders at or above average in all scores including TRC. Our second grade TRC exceeded both district and state averages. We celebrate fifth grade males who grew by at least 8 percentage points in both CCR and GLP reading scores this year. Overall, 5th grade students showed more than 10 percentage point increases in both CCR and GLP EOG scores for reading, science, and math. For the third year, our 5th grade science scores improved to a current 91% proficient. In 4th grade, we celebrate an overall EOG performance improvement for blacks in both CCR and GLP and a small increase in reading at 4th grade for boys in both GLP and CCR. Our 3rd grade girls showed positive trends in reading in CCR and GLP in comparison to previous 3rd grade girls as well as in math GLP.

2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

In terms of areas for improvement, Pinehurst Elementary School recognizes that overall our Economically Disadvantaged Students are not performing as well as expected in 3rd, 4th, and 5th grade reading and in 3rd and 4th grade math. This population is far below the other subgroups across our school (for examples, 80% proficient v. 50% proficient). In general, one half of our EDS subgroup is not proficient. Our 3rd grade reading EOG scores show that proficiency in reading for males has declined for the past three years regardless of the cohort of students. Our 3rd grade DAZE scores through mClass match the district scores at 61% proficient. As a school, we see a downward trend of students proficient in TRC from K-2 grade. In regards to the Teacher Working Conditions survey for 2016, only 66% of certified staff feel comfortable raising issues of concern; only 78% feel that they have on-going opportunities for teachers to work with colleagues; only 78.8% believe that the school environment supports teaching and learning; only 75% believe that students follow rules of conduct and only 77.7% believe that administrators enforce rules of conduct.

3. What data is missing, and how will you go about collecting this information for future use?

Our school does not have data for safety concerns. This will be addressed at the start of the 2016-2017 school year with staff surveys to determine our current state in terms of safety awareness and responses during critical times.

Priority Area 1:

Literacy

Priority Area 2:

Math

Priority Area 3:

Teacher and Student Culture

Priority Area 4:

Future-Ready Skills

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Literacy
*SMART Goal <i>*Specific, Measurable, Attainable, Results-Oriented, Timebound</i>	By 2018, PES will increase reading proficiency by 8 percentage points from 79% to 87% as measured by reading EOGs in grades 3-5.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By 2017, PES will increase reading proficiency by 4 percentage points as measured by reading EOGs in grades 3-5.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

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IMPROVEMENT STRATEGY #1

Develop, design and implement intervention systems to support EC students.

Action Steps to Implement Improvement Strategy

- 1) Design master schedule to ensure appropriate individualized reading instruction.
- 2) Assess EC students using program diagnostics prior to placing in a specific program.
- 3) Identify and implement appropriate intervention program or service based on individual student need.
- 4) Monitor student progress using intervention assessment with fidelity.
- 5) Implement bi-Monthly PLC meetings with EC team and administration
- 6) EC teachers will attend one grade level PLC each month to discuss student data, progress and interventions.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Internal PLC Training with EC team
- 11) Training in intervention program being used

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

13) Parent Conferences held in conjunction with general education teacher AND EC case manager aside from IEP meetings.

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Analyze intervention implementation and student data quarterly and adjust placements based on student need.

Action Steps to Implement Improvement Strategy

- 1) Identify regular education students using current data requiring intervention.
- 2) Provide assessment as selected intervention program or research-based intervention advises.
- 3) Adjust student placement based on results quarterly throughout the school year.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Research-Based Intervention Selection in reading and math.
- 11) Purposes of intervention time and how it may vary by child.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) Parent-Teacher conferences to discuss and demonstrate with work samples student need for intervention and On Site (PES) and Off Site (Love Grove Church) Curriculum Nights

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Refine use of differentiation strategies during core literacy instruction.

Action Steps to Implement Improvement Strategy

- 1) Provide 1 day per semester for PLCs to design differentiated literacy activities.
- 2) Implement consistent pre and post assessment of grade level literacy standards within grade levels.
- 3) Incorporate a student feedback/self reflection portion on post-assessments.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Selected dates by PLC for differentiation design days

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) Intentionally discuss differentiation and provide work samples in required parent/teacher conferences
- 14) Implement parent questionnaire for Back to School Night to determine student needs and strengths to provide guidance in instructional design.

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

PES will analyze student scores on intervention program assessments, classroom assessments, benchmarks, mClass assessments and EOG assessments in grades 3-5.

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Positive trends in student performance across intervention program assessments, classroom assessments, benchmarks, mClass assessments and EOG assessments in grades 3-5 will demonstrate progress in each of these areas.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

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(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Math
*SMART Goal <i>*Specific, Measurable, Attainable, Results-Oriented, Timebound</i>	By 2018, PES will increase math proficiency in grades 3-5 by 8 percentage points from 73.9% to 81.9% as measured by math EOGs in grades 3-5.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By 2017, PES will increase math proficiency in grades 3-5 by 4 percentage points from 73.9% to 77.9% as measured by math EOGs in grades 3-5.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

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IMPROVEMENT STRATEGY #1

Refine implementation of Engage NY in grades K-5

Action Steps to Implement Improvement Strategy

- 1) Implement math talk into monthly faculty meetings
- 2) Focus on math fluency across grade levels by implementing strategies learned
- 3) Utilize Eureka Math training by team who attended from Summer 2016 with all core instruction teachers
- 4) Analyze strand proficiencies to determine instructional gaps specifically in grades 3 and 4
- 5) Research additional resource options to address instructional gaps in grades 3 and 4
- 6) Implement additional resource options to improve student access to standards in grades 3 and 4

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Eureka Math training provided by team who attended in June 2016 no less than once per month to all faculty.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

13) Teachers will utilize emailed videos and two curriculum presentations (one at PES and one at Love Grove Church) to support parental understanding of strategies.

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Develop, design and implement intervention systems to support EC students.

Action Steps to Implement Improvement Strategy

- 1) Design master schedule to ensure appropriate individualized reading instruction.
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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Teacher and Student Culture
*SMART Goal <i>*Specific, Measurable, Attainable, Results-Oriented, Timebound</i>	By 2018, PES will increase teacher perception of students following rules of conduct by 8 percentage points from 75.8% to 83.8% as measured by the Teacher Working Conditions Survey.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By 2017, PES will increase teacher perception of students following rules of conduct by 4 percentage points from 75.8% to 79.8% as measured by the Teacher Working Conditions Survey.
MCS Growing to Greatness 2.0	Key Indicators of Success - Culture Pathway

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IMPROVEMENT STRATEGY #1

Implement and monitor PBIS using newly developed systems

Action Steps to Implement Improvement Strategy

- 1) Train faculty at beginning of school year 2016-2017.
- 2) Implement processes with students.
- 3) Communicate processes to parents via website and handouts.
- 4) Implement PBIS focus at each faculty meeting.
- 5) Implement Educator's Handbook to track student behaviors.
- 6) Monitor implementation fidelity at monthly PBIS committee meetings.
- 7) Adjust any processes as data demonstrates need.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Professional development will begin August 22, 2016 with all PES team members.
- 11) Professional development will continue monthly at each faculty meeting.

Action Steps to Implement Associated Parental Involvement

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

Identify parental involvement activities, providers, and the dates activities will begin and end.

13) Provide parent letter at start of school year outlining PBIS program for all students.

14) Parent notification of student progress within PBIS system with each reward period.

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Increase staff awareness and responsiveness to students demonstrating need for additional behavior support.

Action Steps to Implement Improvement Strategy

- 1) Provide "Children of Trauma" training to all staff
- 2) Identify possible students who may be children of trauma and need support.
- 3) Implement strategies learned in response to those in need.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Schedule training with Laura Dendy, EC Program Specialist for all staff

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13)
- 14)
- 15)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Action Steps to Implement Improvement Strategy

- 1)
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- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10)
- 11)
- 12)

Action Steps to Implement Associated Parental Involvement

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- 13)
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- 15)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

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PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

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Priority Area 1	Future-Ready Skills
*SMART Goal * <u>S</u> pecific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound	By the end of 2018, 100% of PES students will demonstrate future-ready skills by participating in a student showcase.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By the end of 2017, PES students in grades _____ will demonstrate future-ready skills by participating in a student showcase.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Refine participation in weekly makerspace activities.

Action Steps to Implement Improvement Strategy

- 1) Align makerspace activities with the engineering design process.
- 2) Provide suggested activities by month aligned to standards to support teacher understanding.
- 3) Schedule Digital Integration Facilitator to work with teacher during implementation of engineering threads throughout each semester.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Scheduled PLC meetings with Digital Integration Facilitator

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) Implement weekend opportunities for parents to participate in makerspace activities with their children.

PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

14) Publicize makerspace learning through videos and other publications

PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Increase access to digital technology

Action Steps to Implement Improvement Strategy

- 1) Purchase three additional Chromebook carts with 26 Chromebooks each
- 2) Distribute current iPad inventory across all grade levels based on grade level need
- 3) Provide teacher professional development as appropriate for those who need support in using Chromebook and iPads in instruction.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) PLC meetings with our Digital Integration Facilitator and/or media specialist

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) Publicize technology use and implementation through videos and other school publications.

PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Refine implementation of data notebooks to increase student opportunity and accountability for monitoring personal learning.

Action Steps to Implement Improvement Strategy

- 1) Implement grade level specific notebooks K-5
- 2) Organize student-led conferences for November required parent/teacher conference
- 3) Create system for sharing information in notebook through the course of the school year with parents.
- 4) Monitor implementation across the school K-5
- 5) Adjust processes as needs demonstrate

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) October Faculty Meeting focused on conferencing with families
- 11) Beginning Teacher October Meeting focused on conferencing with families

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) Parents will participate in required parent/teacher conferences with their students in November.
- 14) Notebooks will be sent home regularly through the course of the school year.

PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

Monitoring the implementation of technology over the course of the school year will indicate an increase of access to technology for students. Lesson plans and meeting notes will document a change in makerspace activities and integration of activities with the Digital Integration Facilitator. Conferencing schedules and parent communication notes will indicate parental support and student involvement of personal learning.

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

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What does the data/evidence show regarding the results of the implemented strategies?

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Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)