

School Improvement Plan



2014-2015

2013-2014 *through* 2014-2015

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 26, 2014	Final Copy Due: October 24, 2014
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2014-2015 Pinewood Elementary School Improvement Plan Report

Pinewood Elementary Contact Information			
School:	Pinewood Elementary	Courier Number:	501
Address:	805 Seneca Place	Phone Number:	980-343-5825
	Charlotte, NC 28210	Fax Number:	980-343-5852
Learning Community	West- Harding	School Website:	http://schools.cms.k12.nc.us/pinewoodES/Pages/Default.aspx

Principal: Natasha Pegram	Natashia Pegram
Learning Community Superintendent:	Curtis Carroll

Pinewood Elementary School Improvement Team Membership			
<p><i>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."</i></p>			
Committee Position	Name	Email Address	Date Elected
Principal	Natashia Pegram	Natashia.peggram@cms.k12.nc.us	9-23-14
Assistant Principal Representative	Bethany Gullion	Bethanyw.gullion@cms.k12.nc.us	9-23-14
Teacher Representative	Lori Hackett	l.hackett@cms.k12.nc.us	9-23-14
Inst. Support Representative	Lee Strait	Lelial.strait@cms.k12.nc.us	9-23-14
Teacher Assistant Representative	Jane Bailes	Jane.bailes@cms.k12.nc.us	9-23-14
Parent Representative	Charlotte Ly	ctnly28@gmail.com	9-23-14
Parent Representative	Norma Vega	normasantos927@gmail.com	9-23-14

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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: VISION

The vision of Pinewood is to create a positive, respectful learning environment in which students, families, community and staff collaborate in order to promote lifelong learners that set goals and strive to achieve them. Energetic staff will convey a positive attitude which will be contagious to the students.

Students are enthusiastically engaged in meaningful work and are accountable for their own learning, knowing that success is the only option. Educators consistently meet the needs of individual learners and maintain cultural awareness to promote an authentic understanding of diversity. Trust among all members of the Pinewood community will lead us to focus on nurturing children's spirits as they learn and grow. Students will gain from all experiences at Pinewood in order to be well-rounded and globally competitive leaders in the world in which we live.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: MISSION STATEMENT : Pinewood staff, working with our parents and community, will educate all students to high, challenging academic standards and prepare them to be socially responsible, contributing members of our community.

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Pinewood Elementary Shared Beliefs

- **CHILDREN FIRST**

Every decision must be made in the interest of children. All children can learn and we are responsible for providing the optimal environment to ensure that all students will learn.

- **POSITIVE ATTITUDE**

“Attitude determines altitude.” Negative people impede progress. Positive people are usually successful in achieving their goals. “You can if you think you can.” “None of us is smarter than all of us.”

- **WILLINGNESS TO SHARE**

Teaming and sharing ideas allows everyone to achieve more.

- **TIME MANAGEMENT**

Simply working longer and harder will not significantly change performance outcomes. Class time is valuable learning time. Do not waste time with ditto sheets, coloring, copying notes, writing spelling words five times, time-filling videos or other meaningless tasks which have little to do with student achievement.

- **OUTCOME BASED INSTRUCTION**

Working smarter means shifting our work habits by devoting time to activities that benefit learning. Students learn by doing. Utilization of resources and monitoring student achievement based on set goals will allow us to reach our benchmarks and ABC goals.

- **PERSONAL WELFARE**

Denying your own personal needs and those of your family will deplete your own personal resources. You can't take care of others until you take care of yourself and your family.

- **OPERATING PRINCIPLES**

Three operating principles form the foundation of a new commitment to work smarter collectively:

Responsibility and authority go hand-in-hand

Children and adults learn best in trusting communities in which every person is both a learner and a resource for learning; and

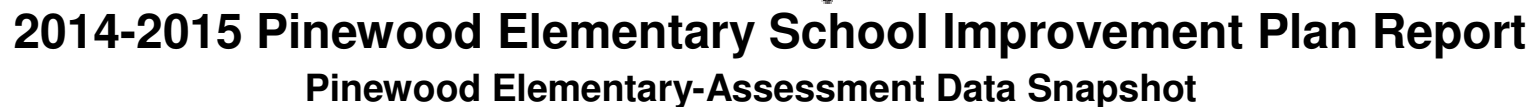
All adult members of the school staff care for the institution and community as a whole, as well as for their primary roles in



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Pinewood Elementary SMART Goals

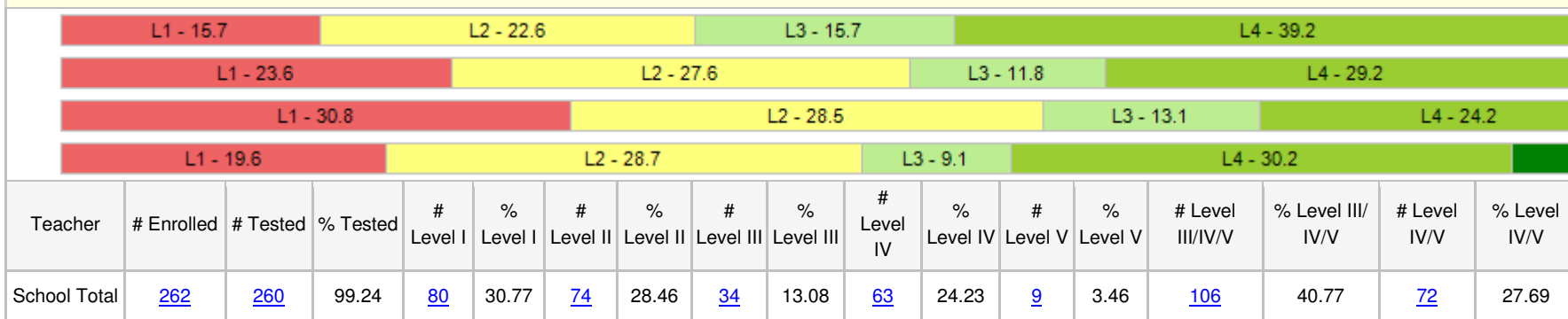
- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Cultivate strong partnerships with families, faith-based groups and community businesses to provide support for students academically and socially.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Use data to identify and implement an instructional program that is researched based and vertically aligned from one grade to the next as well as aligned with state academic standards.



Pinewood Elementary School



Pinewood Elementary School





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EOG Math Composite

Pinewood Elementary School

				L1 - 15.7		L2 - 22.6				L3 - 15.7				L4 - 39.2				
				L1 - 23.6				L2 - 27.6				L3 - 11.8		L4 - 29.2				
				L1 - 30.8				L2 - 28.5				L3 - 13.1		L4 - 24.2				
				L1 - 19.6				L2 - 28.7				L3 - 9.1		L4 - 30.2				
Teacher	# Enrolled	# Tested	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV/V	% Level III/IV/V	# Level IV/V	% Level IV/V	
School Total	267	265	99.25	52	19.62	76	28.68	24	9.06	80	30.19	33	12.45	137	51.70	113	42.64	

EOG Science Composite (grades 5 & 8)

Pinewood Elementary School

				L1 - 15.7				L2 - 22.6				L3 - 15.7				L4 - 39.2				
				L1 - 23.6				L2 - 27.6				L3 - 11.8				L4 - 29.2				
				L1 - 30.8				L2 - 28.5				L3 - 13.1				L4 - 24.2				
				L1 - 19.6				L2 - 28.7				L3 - 9.1				L4 - 30.2				
Teacher	# Enrolled	# Tested	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV/V	% Level III/IV/V	# Level IV/V	% Level IV/V			
School Total	103	102	99.03	16	15.69	23	22.55	16	15.69	40	39.22	7	6.86	63	61.76	47	46.08			

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Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	267	2	9	98	115	3	39	223	59	42	6
Participation Percent	99	0	0	100	100	0	95	100	100	100	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Met	Met	Met	Met	Insuf.
Proficiency Denominator	238	2	8	85	104	2	36	200	47	40	5
Proficiency Percent	28.2	0	0	17.6	28.8	0	38.9	26.0	8.5	10.0	0
Goal Percent	49.5	36.1	65.4	33.0	35.9	51.1	60.9	35.8	18.5	21.6	91.6
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Met/CI	Insuf.	Not Met	Not Met	Met/CI	Not Met	Insuf.

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AIG
Participation Denominator	267	2	9	98	115	3	39	223	59	42	6
Participation Percent	99	0	0	100	100	0	95	100	100	100	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Met	Met	Met	Met	Insuf.
Proficiency Denominator	238	2	8	85	104	2	36	200	47	40	5
Proficiency Percent	45.0	0	0	24.7	52.9	0	52.8	44.5	29.8	7.5	0
Goal Percent	48.1	34.3	74.1	30.0	39.4	47.8	58.4	34.9	25.7	21.2	92.5
Proficiency Status	Met/CI	Insuf.	Insuf.	Met/CI	Met	Insuf.	Met/CI	Met	Met	Not Met	Insuf.

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Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Participation Denominator	103	0	3	41	44	2	12	89	12	15	2
Participation Percent	99	0	0	100	100	0	0	100	0	0	0
Participation Status	Met	~	Insuf.	Met	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.
Proficiency Denominator	93	0	3	37	40	1	11	82	9	15	2
Proficiency Percent	49.5	0	0	37.8	55.0	0	0	47.6	0	0	0
Goal Percent	57.0	0	73.5	39.3	45.6	58.7	68.2	43.8	24.8	28.5	93.7
Proficiency Status	Met/CI	~	Insuf.	Met/CI	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.

Attendance	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHT	EDS	LEP	SWD	AIG
Rate	97.1	~	~	~	~	~	~	~	~	~	~
Status	Met	~	~	~	~	~	~	~	~	~	~

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Pinewood Elementary Profile

This narrative should include a description of student and staff demographics, recent achievement(s), and staff qualifications.

We currently have 582 students enrolled at Pinewood. The demographics of the students are specified in the following categories: 35% African American, 47% Hispanic, 22% White. Pinewood has 29 classroom teachers. There are 32.6% with 0-3 years of experience, 15.2% with 3-4 years of experience and 52.1% 5 years of experience or greater. We have 6 National Board Certified teachers on staff and 41% of teachers with advanced degrees. 73% of staff are Highly Qualified.

Our overall cumulative score for the End of Grade assessments increased by eight points. Our science scores went from 19% to 47% and our math scores went from 34% to 42%. For the 2013-2014 school years we made 84% (31 out of 37) of our Annual Measureable Outcome targets and exceeded growth expectations.



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.		
Strategic Plan Goal:			
Strategic Plan Focus Area:			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Advanced Reading in K-2 <input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam <input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 <input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. A lunch monitor will be hired to provided coverage and ensure student safety in the lunch room on a daily basis.	Principal: Natashia Pegram AP: Bethany Gullion	Coverage provided during lunch periods.		Hired Staff member Claudia Martinez	September, 2014- June, 2015
2. Teachers in all grades will be provided a duty free lunch period each day	Principal: Natashia Pegram AP: Bethany Gullion	A master schedule has been developed to secure a time for each teacher to have coverage while their class is eating lunch.		Support Staff	September, 2014- June, 2015



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Goal 2: Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.			
Strategic Plan Goal:	Recruit, develop, retain and reward a premier workforce			
Strategic Plan Focus Area:	Five focus areas: I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personne I Involved	Timeline (Start—End) • Interim Dates
1. Teachers are provided with duty free planning in order to provide data driven and rigorous instruction on a daily basis.	Principal: Natashia Pegram AP: Bethany Gullion	Master schedule is provided with designated planning times for each grade level team. Core team attends meetings on a weekly basis.	None	All Staff	September, 2014- June, 2015

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2. Teachers are provided with quarterly planning days each quarter to help increase student achievement by planning instruction centered around classroom and grade level data.	Principal: Natashia Pegram AP: Bethany Gullion	Quarterly planning days are planned with each grade level throughout the year.	Professional Development funds	All certified staff members	September, 2014- June, 2015
3. Teachers are provided with professional development sessions afterschool on designated days to ensure vertical alignment with planning across grade levels and implementing the common core standards.	Principal: Natashia Pegram AP: Bethany Gullion	Schedule of professional development sessions		All certified staff members	September, 2014- June, 2015



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SMART Goal (3):	Goal 3: Cultivate strong partnerships with families, faith-based groups and community businesses to provide support for students academically and socially.			
Strategic Plan Goal:	Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child			
Strategic Plan Focus Area:	Three focus areas: I. Family engagement II. Communication and outreach III. Partnership development			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Advanced Reading in K-2 <input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 <input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. We plan to implement diverse outreach strategies including Genius Hour Clubs, a balance of social and academic family fun nights, and providing personalized and individual family meetings with the Facilitators. We will	Principal: Natasha Pegram AP: Bethany Gullion Literacy Facilitators Lee Strait,	To have a parent night school calendar in place. Genius Hour Clubs the 1 st and 3 rd Thursday of every month.		Licensed Staff members	September, 2014- June, 2015

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continue to provide learning resources and suggestions for student growth. We have a Parent Participation Point (Trips), an online tool that rewards parents for their participation.	Lynne Newton	Success will be examined through participation reports from Trips Program and parent survey.			
2. Maintain consistent communication of family and community engagement opportunities throughout the year.	Principal: Natashia Pegram AP: Bethany Gullion Kathryn Trill John Tarleton	Send bilingual Connect Ed. messages for every parent event. Send home monthly newsletters notifying parents of school news and updates in English and Spanish. Use digital communication (email, text, facebook, tweets, etc.) to communicate our brand.			September, 2014- June, 2015
3. Have a quarterly partnership meeting with faith based community partners and community organizations	Principal: Natashia Pegram AP: Bethany Gullion Rashaunda Jackson	Meeting Agenda Participation in committed task and events as noted on the master calendar and the quarterly agenda			September, 2014- June, 2015



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SMART Goal (4): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service			
Strategic Plan Focus Area:	I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Advanced Reading in K-2 <input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 <input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention School leadership & BP liaison will provide information on the school plan and district policies. Survey will provide immediate information of school climate regarding bullying, type of bullying, and places where bullying is taking place so that	School Counselor: Fallon Scianna Principal: Natashia Pegram; AP: Bethany Gullion	<i>School staff will have an understanding of school's BP efforts and expectations</i> <i>A diverse sample of 3rd, 4th, and 5th graders will represent our school climate and next steps to create a safe learning environment.</i> <i>Parents and students will have an understanding of</i>		All staff	September, 2014- June, 2015



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school staff is aware of hot-spots and issues in school.		<i>expectations and BP efforts and discipline management at the school.</i>			
<p>2. Character Education</p> <p>Initiate school wide bully prevention activities monthly:</p> <p><i>Incorporating First Tee Initiative into the school wide program</i></p>	<p>School Counselor: Fallon Scianna, volunteers, classroom teachers, mentors, and school leadership</p>	<p><i>Monthly & quarterly activities will promote student integration, a culture of respect and awareness of the impact of bullying.</i></p> <p><i>School environment is greatly improved when students have established at least some basic knowledge and communication with someone from a different background.</i></p> <p><i>Monthly Guidance lessons</i></p> <p><i>CMS making it better activities</i> http://makingitbetter-cms.tv/welcome-to-the-student-connection/</p> <p><i>First Tee Initiative introducing 9 essential habits.</i></p> <p><i>Students share out on school news</i></p>		All Staff	September, 2014- June, 2015
3. Healthy Active Child 30 min.	All staff	Students will be given the opportunity each day for recess & PE once a week.		Teachers, Mr. Tucker	September, 2014- June, 2015



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4. School Health Team	Pegram Gullion Scianna	<i>Analyzing trends will assist in planning activities and next steps in order to create a more positive school climate where students can feel safe.</i>			September, 2014- June, 2015
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SMART Goal (5):	Use data to identify and implement an instructional program that is researched based and vertically aligned from one grade to the next as well as aligned with state academic standards.			
Strategic Plan Goal:	Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems			
Strategic Plan Focus Area:	Four focus areas: I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use School performance improvement			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	MAP, Reading 3-D and End of Grade Assessments			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1.To implement all components of balanced literacy approach including: guided reading, conferences, mini lessons, shared	Principal: Natasha Pegram AP: Bethany	The school will increase the achievement level by at least 10 points and up to 80% or above in proficiency		Licensed and Support Staff	September, 2014- June, 2015

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<p>reading, interactive read alouds, and word study.</p> <p>To implement close reading strategies to increase comprehension</p> <p>To incorporate various aspects of vocabulary to increase reading comprehension</p>	<p>Gullion Literacy Facilitators: Lynne Newton and Lee Strait</p>	<p>i as measured by: Reading 3D, Read to Achieve, MAP, Teacher 's College Assessments and EOG</p> <p>At least 80% of students(or above) will be able to comprehend grade level text as measured by: Reading 3D Read to Achieve MAP, TC Assessments, EOG</p>			
<p>2 .Personalized Learning Initiative. Providing opportunities for students to analyze their data and set/monitor personal learning goals. Regularly use of rubrics /contracts personal paths to set high standards for completed work. Positive, professional role model for colleagues. Seeks performance feedback to enhance teaching skills.</p>	<p>Teachers participating in the personalized learning initiative</p>	<p>To increase the percentage of students performing at or above proficiency in math by at least 10 points and up to 80% in proficiency during the 2014-2015 school year, as demonstrated on the North Carolina End-of-Grade Test in Math, Common Assessments and MAPS assessments.</p>	<p>Grant from PL initiative</p>	<p>Licensed staff</p>	<p>September, 2014- June, 2015</p>
<p>3. Empowers students to set their own goals. Expects students to reflect on their work. Continuously monitors and adjusts lessons to accommodate various levels. Makes appropriate adjustments</p>	<p>Teachers participating in the personalized learning initiative</p>	<p>To increase the percentage of students performing at or above proficiency in math to by at least 10 points and up to 80% in proficiency during the 2014-2015 school</p>			



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based on progress. Implements a variety of practices and strategies.		year,, as demonstrated on the North Carolina End-of-Grade Test in Math, Common Assessments and MAPS assessments. Evidence produced through completion of contracts Lesson plans for varied groups			
4.Utilize the data reports in district data system source to make informed decisions about instruction throughout the year.	Principal: Natasha Pegram; AP: Bethany Gullion Core Team	Information will be discussed during core team meetings and addressed with in staff meetings, grade level chair meetings or planning.	None	All licensed/ support staff	September, 2014- June, 2015
5. Maintain updated data on google docs data tracker system.	Teachers	Teachers submit updated data trackers that include MAP, R3D/TC levels to administrators.	None	All licensed/ support staff	September, 2014- June, 2015



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Mastery Grading Procedures Plan – Required for All Schools				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.			
Strategic Plan Focus Area:	Academic growth/high academic achievement			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Common assessments <ul style="list-style-type: none"> Pre-, Mid- and post- unit assessments created by each grade level team and aligned to Common Core objectives. Administered throughout before, during and after unit instruction has be provided. Accommodations provided for students based on EC, ESL or 504 identification. 	Natasha Pegram Bethany Gullion Lee Strait Lynne Newton Kathryn Trill	<ul style="list-style-type: none"> Grade Book Progress Reports Conferring Notes 		Licensed Classroom and Support Teachers, K-5	September, 2014- June, 2015

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<p>2. Data disaggregation</p> <ul style="list-style-type: none"> RTI Team will meet weekly to discuss students needing interventions based on below-grade level performance. Interventions will be developed and monitored in order to meet individual student needs. Teachers will analyze data weekly during grade level planning discussions. 	<p>Natashia Pegram Bethany Gullion Fallon Scianna RTI Team</p>	<ul style="list-style-type: none"> Meeting Notes Progress Monitoring Data 		<p>Core Team RTI Team Licensed Classroom and Support</p>	<p>September, 2014- June, 2015</p>
<p>3. Flexible grouping</p> <ul style="list-style-type: none"> Process of grouping students according to academic need by objective Strategy groups will be implemented based on the skills and pace necessary for students to be successful. 	<p>Licensed Classroom and Support Teachers, K-5</p>	<ul style="list-style-type: none"> Conferring notes Anecdotal notes Personalized contracts 		<p>Core Team Licensed Classroom and Support Teachers, K-5</p>	<p>September, 2014- June, 2015</p>



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Mastery Grading Procedures Plan – Required for All Schools				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.			
Strategic Plan Focus Area:	Academic growth/high academic achievement			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:				

4. Additional learning opportunities K-2 <ul style="list-style-type: none"> Flexible grouping to ensure that students are given additional support based on area of need. One on one support given to students through conferring, remediation and reteach activities. Reassessment opportunities will be given to students who do not demonstrate at or above grade level 	Core Team Licensed Classroom and Support Teachers, K-5	<ul style="list-style-type: none"> Grade book Conferring notes Progress Reports 		Core Team Licensed Classroom and Support Teachers, K-5	September, 2014- June, 2015
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<p>expectations.</p> <ul style="list-style-type: none">Technology interventions (RazKids, Dreambox) will be utilized to provide additional reteach opportunities.					
<p>3-5</p> <ul style="list-style-type: none">Additional re-teaching opportunities will be provided through small group and one-on-one support for all students who do not reach mastery (85% or above.)Students will be provided with reassessment opportunities in order to demonstrate mastery.First and second attempts will be averaged for a final assigned value.					



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<p>5. Late and make-up work</p> <p>K-2</p> <ul style="list-style-type: none"> Organized collection of daily work and activities for students who are absent. Students will be responsible for completing missed with deadline extended based on the duration of absenteeism. Students with incomplete work due to off-task behaviors will have a loss of privilege in order to complete assigned work. <p>3-5</p> <ul style="list-style-type: none"> Students will receive a score of 0 in the grade book for all incomplete work and parent will be notified. Late work will be accepted with points deducted for each 	<p>Licensed Classroom and Support Teachers, K-</p>	<ul style="list-style-type: none"> Grade Book 		<p>Core Team</p> <p>Licensed Classroom and Support Teachers, K-5</p>	<p>September, 2014- June, 2015</p>
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day late. <ul style="list-style-type: none"> Late work will have a maximum score of 90%. 					
6. Grade reporting <ul style="list-style-type: none"> Set expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable) 	Licensed Classroom and Support Teachers, K-5	<ul style="list-style-type: none"> Grade Book 		Core Team Licensed Classroom and Support Teachers, K-5	September, 2014- June, 2015



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Pinewood Elementary - 600 Waiver Requests

Request for Waiver
<p>1. Insert the waivers you are requesting</p> <ul style="list-style-type: none"><i>Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]</i>
<p>2. Please identify the law, regulation or policy from which you are seeking an exemption.</p> <ul style="list-style-type: none"><i>115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]</i>
<p>3. Please state how the waiver will be used.</p> <ul style="list-style-type: none"><i>Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.</i>
<p>4. Please state how the waiver will promote achievement of performance goals.</p> <ul style="list-style-type: none"><i>This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.</i>



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Natashia Pegram		10-24-14
Assistant Principal Representative	Bethany Gullion		10-24-14
Teacher Representative	Lori Hackett		10-24-14
Inst. Support Representative	Lee Strait		10-24-14
Teacher Assistant Representative	Jane Bailes		10-24-14
Parent Representative	Charlotte Ly		10-24-14
Parent Representative	Norma Santos Vago		10-24-14
Parent Representative			
Parent Representative			
Parent Representative			