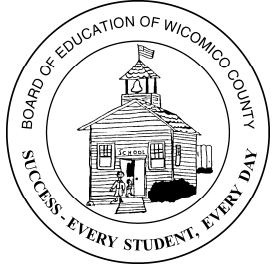


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PINEHURST ELEMENTARY SCHOOL



School Improvement Plan

2009 – 2010

It is the policy of the Wicomico County Board of Education to provide equal educational and employment opportunities regardless of age, gender, race, color, religion, national origin, disability or sexual orientation.

**PINEHURST ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

The mission of Pinehurst School is to provide all staff and students with opportunities to develop self-discipline, a strong work ethic, and positive attitudes while developing a core of knowledge and skills.

BELIEF STATEMENT:

- All students learn and their unique needs will impact all decisions.
- Diversity is celebrated to promote sensitivity and respect for others.
- Students demonstrate and apply basic knowledge and skills in meaningful situations given a supportive, challenging, and safe learning environment.
- Students and staff actively engage in the learning process with differentiated instructional approaches and assessments.
- Every stakeholder has a strong work ethic, self-discipline, and a positive attitude.
- Our school encourages students to become confident, self-directed, life-long learners.

**PINEHURST ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ADEQUATE YEARLY PROGRESS (AYP) RESULTS SUMMARY:

Annual Measurable Objectives - Reading and Math										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading - Grades 3-5	57.8	62.5	67.2	71.8	76.5	81.2	85.9	90.6	95.3	100
Math - Grades 3-5	53.6	58.8	63.9	69.1	74.2	79.4	84.5	89.7	94.8	100

Reading Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	60.6	56.5	YES	74.1	61.6	YES	79.4	67.4	76.5	YES	81.2
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	76.5	NA	81.2
Asian	75.0	NA	NA	100.0	NA	NA	60.0	24.7	76.5	YES	81.2
African American	57.1	52.6	YES	70.0	58.2	YES	78.6	63.9	76.5	YES	81.2
White	68.1	48.6	YES	84.4	53.7	YES	88.1	58.7	76.5	YES	81.2
Hispanic	50.0	33.1	YES	62.5	41.3	YES	72.4	55.0	76.5	YES	81.2
FARM	51.0	54.5	NO	73.6	60.2	YES	77.5	66.3	76.5	YES	81.2
Special Education	50.0	49.1	YES	58.7	56.5	YES	73.5	60.0	76.5	YES	81.2
ELL	36.4	28.7	YES	69.2	38.0	YES	57.9	50.0	76.5	YES	81.2

Math Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	72.5	53.0	YES	76.2	58.6	YES	83.6	64.7	74.2	YES	79.4
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	74.2	NA	79.4
Asian	100.0	NA	NA	100.0	NA	NA	75.0	NA	74.2	NA	79.4
African American	66.2	49.1	YES	72.5	55.1	YES	79.8	61.2	74.2	YES	79.4
White	76.6	44.9	YES	84.4	50.4	YES	90.5	55.8	74.2	YES	79.4
Hispanic	85.7	29.1	YES	68.8	37.7	YES	86.2	52.0	74.2	YES	79.4
FARM	65.7	51.0	YES	73.6	57.1	YES	83.6	63.7	74.2	YES	79.4
Special Education	54.0	45.5	YES	61.9	53.3	YES	63.3	57.1	74.2	YES	79.4
ELL	90.9	24.6	YES	76.9	34.3	YES	88.9	46.0	74.2	YES	79.4

**PINEHURST ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Additional AYP Indicator Results					
(Subgroup performance for attendance or graduation rate is not a factor in determining AYP except for a school in Safe Harbor.)					
Attendance for Elementary/Middle Schools; Graduation Rate for High Schools					
	2005 Results	2006 Results	2007 Results	2008 Results	2009 Results
All Students	94.3 - Met	94.0 - Met	94.9 - Met	94.1 - Met	94.5 - Met

*In Safe Harbor

AYP Status								
	Met AYP	Safe Harbor (See detail above)	Requires Local Attention	School Improvement		Corrective Action	Restructure	
				Yr 1	Yr 2		Yr 1	Yr 2
2002-2003	YES							
2003-2004	NO							
2004-2005	YES							
2005-2006	YES							
2006-2007	NO		YES					
2007-2008	YES							
2008-2009	YES							

**PINEHURST ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
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ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/ advanced in **reading** to 81.2% as measured by MSA.
- For 2010, we will increase the percentage of students at proficient/ advanced in **math** to 79.4% as measured by MSA.
- For 2010, we will maintain the percentage of student attendance at or above 94%.

READING GOALS:

Grade 1:

During the 2009-10 school year, we will increase grade 1 students' proficiency in reading as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	87%	91%				
African American	78%	87%				
Hispanic	82%	85%				
White	100%	100%				
FARM	82%	89%				
ELL	86%	89%				
Special Education	100%	100%				

**PINEHURST ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency on <u>3A3c Sequence the Important Events</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	80%	85%				
African American	77%	84%				
Hispanic	60%	80%				
White	94%	97%				
FARM	75%	85%				
ELL	67%	80%				
Special Education	75%	80%				

During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	56%	80%				
African American	48%	75%				
Hispanic	27%	70%				
White	82%	92%				
FARM	46%	75%				
ELL	17%	70%				
Special Education	25%	70%				

**PINEHURST ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency on <u>1E4a Describe what the text is about</u> as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	60%	75%				
African American	50%	70%				
Hispanic	36%	55%				
White	82%	90%				
FARM	43%	55%				
ELL	14%	50%				
Special Education	25%	50%				

During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>reading</u> as measured by Reading Benchmark 3 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	75%	82%				
African American	67%	75%				
Hispanic	60%	70%				
White	90%	95%				
FARM	71%	80%				
ELL	29%	50%				
Special Education	67%	75%				

**PINEHURST ELEMENTARY SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency on 2.A.4.b Identify and explain main ideas and messages as measured by Reading Benchmark 3 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	85%	92%				
African American	78%	88%				
Hispanic	80%	85%				
White	95%	98%				
FARM	82%	90%				
ELL	57%	75%				
Special Education	67%	75%				

Grade 2:

During the 2009-10 school year, we will increase grade 2 students' proficiency in reading as measured by Reading Benchmark 1 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	58%	62%				
African American	46%	50%				
Hispanic	64%	68%				
White	69%	73%				
FARM	51%	55%				
ELL	20%	24%				
Special Education	0%	33%				

**PINEHURST ELEMENTARY SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 2 students' proficiency on 3A6a Recognize the main idea or message as measured by Reading Benchmark 1 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	68%	75%				
African American	60%	66%				
Hispanic	69%	76%				
White	80%	86%				
FARM	62%	70%				
ELL	60%	66%				
Special Education	25%	50%				

During the 2009-10 school year, we will increase grade 2 students' proficiency in reading as measured by Reading Benchmark 2 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	63%	67%				
African American	56%	66%				
Hispanic	53.3%	57%				
White	86.7%	91%				
FARM	61.3%	64%				
ELL	50%	54%				
Special Education	0%	33%				

**PINEHURST ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 2 students' proficiency on 2A2d Use organizational aids when reading (title, table of contents, numbered steps, glossary, heading, transition words) as measured by Reading Benchmark 2 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	61%	68%				
African American	64%	74%				
Hispanic	47%	55%				
White	73%	83%				
FARM	58%	68%				
ELL	25%	35%				
Special Education	50%	60%				

During the 2009-10 school year, we will increase grade 2 students' proficiency in reading as measured by Reading Benchmark 3 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	76%	80%				
African American	67%	71%				
Hispanic	80%	84%				
White	93%	97%				
FARM	75%	79%				
ELL	50%	54%				
Special Education	20%	33%				

**PINEHURST ELEMENTARY SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 2 students' proficiency on 2.A.4.g Summarize the text or portion of the text as measured by Reading Benchmark 3 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	47%	57%				
African American	41%	60%				
Hispanic	40%	60%				
White	64%	74%				
FARM	47%	60%				
ELL	50%	60%				
Special Education	20%	33%				

Grade 3:

During the 2009-10 school year, we will increase grade 3 students' proficiency in reading as measured by the Reading MSA as shown:

Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	69.5%	67.8%	72.7		78.2		83.6	
African American	61.1%	61.1%	72.7		78.2		83.6	
Asian	n/a	n/a	72.7		78.2		83.6	
Hispanic	n/a	80.0%	72.7		78.2		83.6	
White	78.6%	76.5%	72.7		78.2		83.6	
FARM	56.0%	68.8%	72.7		78.2		83.6	
ELL	n/a	n/a	72.7		78.2		83.6	
Special Education	66.7%	37.5%	72.7		78.2		83.6	

**PINEHURST ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 3 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	55%	60%				
African American	47%	57%				
Hispanic	56%	60%				
White	77%	80%				
FARM	50%	60%				
ELL	11%	15%				
Special Education	33%	43%				

During the 2009-10 school year, we will increase grade 3 students' proficiency on <u>2A4g Draw conclusions and inferences</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	47%	52%				
African American	42%	47%				
Hispanic	57%	62%				
White	31%	38%				
FARM	44%	49%				
ELL	38%	43%				
Special Education	0%	25%				

**PINEHURST ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 3 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	63%	70%				
African American	58%	68%				
Hispanic	71%	75%				
White	76%	85%				
FARM	61%	71%				
ELL	50%	55%				
Special Education	43%	53%				

During the 2009-10 school year, we will increase grade 3 students' proficiency on <u>2A4c State and support main ideas and messages</u> as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	75%	80%				
African American	72%	79%				
Hispanic	79%	83%				
White	85%	90%				
FARM	72%	79%				
ELL	50%	55%				
Special Education	83%	85%				

**PINEHURST ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 3 students' proficiency in <u>reading</u> as measured by Reading Benchmark 3 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	68%	73%				
African American	56%	66%				
Hispanic	71%	73%				
White	92%	95%				
FARM	63%	73%				
ELL	71%	73%				
Special Education	0%	20%				

During the 2009-10 school year, we will increase grade 3 students' proficiency on <u>2.A.2.f. Connections Between Text Features and the Main Idea</u> as measured by Reading Benchmark 3 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	64%	69%				
African American	56%	63%				
Hispanic	64%	69%				
White	85%	90%				
FARM	60%	65%				
ELL	71%	72%				
Special Education	20%	25%				

**PINEHURST ELEMENTARY SCHOOL
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Grade 4:

During the 2009-10 school year, we will increase grade 4 students' proficiency in <u>reading</u> as measured by the Reading MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	60.0%	73.3%	80.8		84.6		88.5	
African American	58.1%	66.7%	80.8		84.6		88.5	
Asian	n/a	n/a	80.8		84.6		88.5	
Hispanic	40.0%	50.0%	80.8		84.6		88.5	
White	72.7%	88.2%	80.8		84.6		88.5	
FARM	54.2%	67.7%	80.8		84.6		88.5	
ELL	n/a	n/a	80.8		84.6		88.5	
Special Education	26.7%	50.0%	80.8		84.6		88.5	

During the 2009-10 school year, we will increase grade 4 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	30%	44%				
African American	22%	30%				
Hispanic	13%	23%				
White	60%	67%				
FARM	60%	67%				
ELL	n/a	n/a				
Special Education	33%	40%				

**PINEHURST ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 4 students' proficiency on 2A4c State and support main ideas and messages as measured by Reading Benchmark 1 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	33%	43%				
African American	32%	42%				
Hispanic	38%	45%				
White	43%	48%				
FARM	32%	40%				
ELL	NA	NA				
Special Education	67%	70%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in reading as measured by Reading Benchmark 2 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	26%	40%				
African American	22%	35%				
Hispanic	13%	25%				
White	60%	67%				
FARM	19.1%	27%				
ELL	28.6%	31%				
Special Education	16.7%	25%				

**PINEHURST ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 4 students' proficiency on 2A6b Identify and explain the additions or changes to format or text features that would make the text easier to understand as measured by Reading Benchmark 2 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	23%	30%				
African American	26%	36%				
Hispanic	0%	25%				
White	20%	30%				
FARM	24%	34%				
ELL	20%	30%				
Special Education	25%	32%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in reading as measured by Reading Benchmark 3 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	19%	35%				
African American	9%	25%				
Hispanic	11%	25%				
White	46%	60%				
FARM	13%	25%				
ELL	0%	20%				
Special Education	23%	30%				

**PINEHURST ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 4 students' proficiency 2A4c State and support main ideas and messages as measured by Reading Benchmark 3 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	24%	40%				
African American	19%	30%				
Hispanic	33%	38%				
White	31%	40%				
FARM	22%	30%				
ELL	20%	25%				
Special Education	23%	30%				

Grade 5:

During the 2009-10 school year, we will increase grade 5 students' proficiency in reading as measured by the Reading MSA as shown:

Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	47.1%	69.1%	76.1		80.9		85.7	
African American	38.5%	69.7%	76.1		80.9		85.7	
Asian	n/a	n/a	76.1		80.9		85.7	
Hispanic	40.0%	50.0%	76.1		80.9		85.7	
White	58.8%	76.9%	76.1		80.9		85.7	
FARM	32.4%	66.7%	76.1		80.9		85.7	
ELL	n/a	n/a	76.1		80.9		85.7	
Special Education	18.2%	40.9%	76.1		80.9		85.7	
Title I			76.1		80.9		85.7	

**PINEHURST ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>reading</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	33%	40%				
African American	30%	40%				
Hispanic	17%	25%				
White	43%	50%				
FARM	50%	55%				
ELL	n/a	n/a				
Special Education	7%	15%				

During the 2009-10 school year, we will increase grade 5 students' proficiency on <u>2A3a Identify organizational patterns (main idea and supporting details)</u> as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	50%	60%				
African American	37%	50%				
Hispanic	33%	45%				
White	71%	80%				
FARM	42%	45%				
ELL	75%	80%				
Special Education	40%	50%				

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During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	35%	50%				
African American	30%	45%				
Hispanic	17%	25%				
White	43%	50%				
FARM	21.9%	30%				
ELL	25%	30%				
Special Education	20%	25%				

During the 2009-10 school year, we will increase grade 5 students' proficiency on <u>2A4h Distinguish between a fact and opinion</u> as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	42%	50%				
African American	25%	40%				
Hispanic	50%	60%				
White	50%	60%				
FARM	35%	50%				
ELL	50%	60%				
Special Education	27%	35%				

**PINEHURST ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 5 students' proficiency in <u>reading</u> as measured by Reading Benchmark 3 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	42%	80%				
African American	40%	60%				
Hispanic	25%	30%				
White	46%	60%				
FARM	39%	50%				
ELL	25%	30%				
Special Education	7%	25%				

During the 2009-10 school year, we will increase grade 5 students' proficiency on 1.E.4.a Identify and explain main idea as measured by Reading Benchmark 3 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	40%	70%				
African American	40%	60%				
Hispanic	13%	25%				
White	47%	70%				
FARM	30%	60%				
ELL	25%	30%				
Special Education	36%	50%				

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MATH GOALS:

Grade 1:

During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>math</u> as measured by Math Unit 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	80%	90%				
African American	78%	85%				
Hispanic	73%	85%				
White	89%	95%				
FARM	76%	85%				
ELL	71%	80%				
Special Education	75%	80%				

During the 2009-10 school year, we will increase grade 1 students' proficiency on <u>6C1c Identify the concept of inverse operation to addition and subtraction</u> as measured by Math Unit 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	59%	75%				
African American	46%	65%				
Hispanic	60%	75%				
White	61%	75%				
FARM	50%	65%				
ELL	50%	65%				
Special Education	25%	50%				

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During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>math</u> as measured by Math Unit 4 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	52%	74%				
African American	43%	65%				
Hispanic	36%	60%				
White	66%	75%				
FARM	39%	65%				
ELL	17%	55%				
Special Education	50%	65%				

During the 2009-10 school year, we will increase grade 1 students' proficiency on <u>6A3a Determine the value of a set of currency up to \$1</u> as measured by Math Unit 4 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	52%	66%				
African American	39%	60%				
Hispanic	45%	55%				
White	67%	75%				
FARM	39%	60%				
ELL	50%	60%				
Special Education	25%	50%				

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During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>math</u> as measured by Math Unit 6 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students						
African American						
Hispanic						
White						
FARM						
ELL						
Special Education						

During the 2009-10 school year, we will increase grade 1 students' proficiency on <u>???</u> as measured by Math Unit 6 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students						
African American						
Hispanic						
White						
FARM						
ELL						
Special Education						

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Grade 2:

During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>math</u> as measured by Math Unit 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	75%	77%				
African American	67%	69%				
Hispanic	78%	80%				
White	87%	89%				
FARM	73%	75%				
ELL	60%	62%				
Special Education	0%	33%				

During the 2009-10 school year, we will increase grade 2 students' proficiency on <u>6A3a Value of set of currency up to \$1</u> as measured by Math Unit 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	79%	83%				
African American	72%	77%				
Hispanic	85%	87%				
White	87%	92%				
FARM	78%	82%				
ELL	60%	67%				
Special Education	0%	25%				

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During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>math</u> as measured by Math Unit 4 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	90%	93%				
African American	84%	87%				
Hispanic	93%	96%				
White	93%	96%				
FARM	87%	90%				
ELL	100%	100%				
Special Education	50%	55%				

During the 2009-10 school year, we will increase grade 2 students' proficiency on <u>3A1b Telling time in 5 minute intervals</u> as measured by Math Unit 4 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	72%	76%				
African American	64%	70%				
Hispanic	80%	84%				
White	80%	86%				
FARM	70%	76%				
ELL	40%	48%				
Special Education	50%	55%				

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During the 2009-10 school year, we will increase grade 2 students' proficiency in math as measured by Math Unit 6 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students						
African American						
Hispanic						
White						
FARM						
ELL						
Special Education						

During the 2009-10 school year, we will increase grade 2 students' proficiency on as measured by Math Unit 6 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students						
African American						
Hispanic						
White						
FARM						
ELL						
Special Education						

**PINEHURST ELEMENTARY SCHOOL
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Grade 3:

During the 2009-10 school year, we will increase grade 3 students' proficiency in math as measured by the Math MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	55.5%	67.8%	76.1		80.9		85.7	
African American	50.0%	58.3%	76.1		80.9		85.7	
Hispanic	n/a	80.0%	76.1		80.9		85.7	
White	64.3%	82.4%	76.1		80.9		85.7	
FARM	44.0%	64.6%	76.1		80.9		85.7	
ELL	n/a	n/a	76.1		80.9		85.7	
Special Education	33.3%	43.8%	76.1		80.9		85.7	

During the 2009-10 school year, we will increase grade 3 students' proficiency in math as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	26%	35%				
African American	23%	28%				
Hispanic	19%	24%				
White	46%	51%				
FARM	22%	27%				
ELL	0%	5%				
Special Education	10%	15%				

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During the 2009-10 school year, we will increase grade 3 students' proficiency on 6.C.1.b Subtract whole numbers as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	14%	19%				
African American	6%	11%				
Hispanic	14%	19%				
White	31%	36%				
FARM	12%	17%				
ELL	0%	5%				
Special Education	0%	5%				

During the 2009-10 school year, we will increase grade 3 students' proficiency in math as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	76%	81%				
African American	61%	71%				
Hispanic	86%	91%				
White	92%	97%				
FARM	61%	71%				
ELL	50%	55%				
Special Education	29%	39%				

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During the 2009-10 school year, we will increase grade 3 students' proficiency on **1.A.1.b Represent and analyze numeric patterns using skip counting by 3 or 4** as measured by Math Benchmark 2 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	78%	84%				
African American	69%	75%				
Hispanic	86%	92%				
White	100%	100%				
FARM	76%	82%				
ELL	75%	81%				
Special Education	17%	23%				

During the 2009-10 school year, we will increase grade 3 students' proficiency in **math** as measured by Math Benchmark 3 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	80%	85%				
African American	60%	75%				
Hispanic	79%	84%				
White	100%	100%				
FARM	71%	76%				
ELL	72%	77%				
Special Education	20%	25%				

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During the 2009-10 school year, we will increase grade 3 students' proficiency on 7.C.1. Present mathematical ideas using, symbols, words, visual displays, or technology as measured by Math Benchmark 3 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	7%	30%				
African American	6%	30%				
Hispanic	0%	30%				
White	15%	30%				
FARM	4%	30%				
ELL	0%	30%				
Special Education	0%	30%				

Grade 4:

During the 2009-10 school year, we will increase grade 4 students' proficiency in **math** as measured by the Math MSA as shown:

Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	75.4%	82.7%	76.0		80.8		85.6	
African American	74.4%	81.0%	76.0		80.8		85.6	
Hispanic	100%	66.7%	76.0		80.8		85.6	
White	66.7%	88.2%	76.0		80.8		85.6	
FARM	73.5%	77.4%	76.0		80.8		85.6	
ELL	80.0%	n/a	76.0		80.8		85.6	
Special Education	53.3%	66.7%	76.0		80.8		85.6	

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During the 2009-10 school year, we will increase grade 4 students' proficiency in math as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	42%	47%				
African American	35%	45%				
Hispanic	38%	45%				
White	60%	65%				
FARM	40%	45%				
ELL	0%	NA				
Special Education	25%	35%				

During the 2009-10 school year, we will increase grade 4 students' proficiency on 4.B.1.b Interpret line graphs as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	35%	40%				
African American	32%	39%				
Hispanic	25%	32%				
White	43%	48%				
FARM	32%	39%				
ELL	NA	NA				
Special Education	33%	40%				

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During the 2009-10 school year, we will increase grade 4 students' proficiency in math as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	56%	61%				
African American	51.5%	58.5%				
Hispanic	50%	57%				
White	64.3%	70%				
FARM	49%	56%				
ELL	50%	57%				
Special Education	36.4%	44%				

During the 2009-10 school year, we will increase grade 4 students' proficiency on 3.C.1.b Determine area as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	47%	52%				
African American	47%	52%				
Hispanic	20%	27%				
White	57%	62%				
FARM	40%	47%				
ELL	50%	55%				
Special Education	36%	43%				

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During the 2009-10 school year, we will increase grade 4 students' proficiency in <u>math</u> as measured by Math Benchmark 3 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	88%	92%				
African American	84%	90%				
Hispanic	88%	92%				
White	100%	100%				
FARM	86%	90%				
ELL	80%	87%				
Special Education	91%	91%				

During the 2009-10 school year, we will increase grade 4 students' proficiency on 6.C.1.e Add and subtract proper fractions and mixed numbers as measured by Math Benchmark 3 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	80%	85%				
African American	77%	82%				
Hispanic	100%	100%				
White	75%	82%				
FARM	81%	86%				
ELL	100%	100%				
Special Education	55%	62%				

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Grade 5:

During the 2009-10 school year, we will increase grade 5 students' proficiency in math as measured by the Math MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	70.6%	65.4%	70.6		76.5		82.4	
African American	53.8%	66.7%	70.6		76.5		82.4	
Hispanic	100%	50%	70.6		76.5		82.4	
White	82.4%	69.2%	70.6		76.5		82.4	
FARM	61.8%	62.2%	70.6		76.5		82.4	
ELL	70.8%	68.6%	70.6		76.5		82.4	
Special Education	45.5%	31.8%	70.6		76.5		82.4	

During the 2009-10 school year, we will increase grade 5 students' proficiency in math as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students						
African American	39%	43%				
Hispanic	31%	37%				
White	33%	37%				
FARM	43%	50%				
ELL	29%	35%				
Special Education	50%	55%				

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During the 2009-10 school year, we will increase grade 5 students' proficiency on 1.A.1.c Complete a one operation function table as measured by Math Benchmark 1 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	53%	60%				
African American	56%	60%				
Hispanic	33%	40%				
White	50%	55%				
FARM	50%	55%				
ELL	50%	55%				
Special Education	29%	35%				

During the 2009-10 school year, we will increase grade 5 students' proficiency in math as measured by Math Benchmark 2 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	43%	49%				
African American	42.9%	47%				
Hispanic	42.9%	47%				
White	35.7%	40%				
FARM	36.4%	41%				
ELL	50%	55%				
Special Education	26.7%	30%				

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During the 2009-10 school year, we will increase grade 5 students' proficiency on 6.C.1.d Add and subtract fractions with unlike denominators as measured by Math Benchmark 2 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	40%	45%				
African American	40%	45%				
Hispanic	29%	35%				
White	29%	35%				
FARM	31%	36%				
ELL	25%	30%				
Special Education	27%	35%				

During the 2009-10 school year, we will increase grade 5 students' proficiency in math as measured by Math Benchmark 3 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	54%	70%				
African American	43%	60%				
Hispanic	50%	60%				
White	67%	75%				
FARM	53%	65%				
ELL	50%	60%				
Special Education	33%	50%				

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During the 2009-10 school year, we will increase grade 5 students' proficiency on 3.B.2.a Measure a single angle and angles in regular polygons as measured by Math Benchmark 3 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	48%	60%				
African American	38%	50%				
Hispanic	13%	25%				
White	73%	80%				
FARM	44%	55%				
ELL	50%	60%				
Special Education	33%	45%				

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ATTENDANCE RATE GOALS:

For 2010, we will increase (maintain) the percentage of student attendance to (at or above) 94%.						
Student Group:	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	94.1%					
African American	94.5%					
Hispanic	97.9%					
White	94.1%					
FARM	93.0%					
ELL	93.9%					
Special Education	95.6%					
	92.1%					

OTHER GOALS:

- During the 2009-2010 school year the overall number of in and out of school suspensions will be reduced by 10%. Repeated suspensions will also be reduced by 10%
- During the 2009-10 school year, we will increase parent involvement at the Back-to-School night in September from 13% in to 20%.

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DESCRIPTION OF CURRENT REALITY:

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																		
AYP Status	<ul style="list-style-type: none"> All sub groups have consistently met AYP for the last several years in the areas of reading and math except for FARMS students in 2007. 	<ul style="list-style-type: none"> Hispanic and LEP students have not made consistent progress since 2007 for reading and math. For 2008, all subgroups met AYP for Reading and Math while with an MSDE award for minority achievement presented to Pinehurst. 																		
Reading – MSA	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> Overall MSA results show that there was a slight decrease of 1.7%; the % at proficient/advanced has not increased steadily during this time. <table border="1" data-bbox="401 727 1047 823"> <thead> <tr> <th data-bbox="401 727 722 776">Grade 3</th> <th data-bbox="722 727 1047 776">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="401 776 722 823">Advanced/ Proficient</td> <td data-bbox="722 776 1047 823">67.8%</td> </tr> </tbody> </table>	Grade 3	2008 MSA Results	Advanced/ Proficient	67.8%	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> Hispanic and FARMS are performing at higher levels in 2008 than in 2007. The African American subgroup has remained the same at 61.1%. The 2007 data shows a gap of 10.7% between FARMS and Special Education and a gap of 17.5% between African American and White subgroups. In 2008, there was a gap of 31.3% between FARM and Special Education and a gap of 15.4% between African American and White subgroups. From 2007 to 2008 there was a decrease of 29.8% in the Special Education subgroup. From 2007-2008 there was a gain of 12.8% in the FARMS subgroup. <table border="1" data-bbox="1373 1062 1942 1395"> <thead> <tr> <th data-bbox="1373 1062 1661 1110">Grade 3 Student Group</th> <th data-bbox="1661 1062 1942 1110">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="1373 1110 1661 1159">African American</td> <td data-bbox="1661 1110 1942 1159">61.1%</td> </tr> <tr> <td data-bbox="1373 1159 1661 1208">White</td> <td data-bbox="1661 1159 1942 1208">76.5%</td> </tr> <tr> <td data-bbox="1373 1208 1661 1256">Special Education</td> <td data-bbox="1661 1208 1942 1256">37.5%</td> </tr> <tr> <td data-bbox="1373 1256 1661 1305">FARM</td> <td data-bbox="1661 1256 1942 1305">68.8%</td> </tr> <tr> <td data-bbox="1373 1305 1661 1354">Title I</td> <td data-bbox="1661 1305 1942 1354">67.8%</td> </tr> <tr> <td data-bbox="1373 1354 1661 1395">Hispanic</td> <td data-bbox="1661 1354 1942 1395">80%</td> </tr> </tbody> </table>	Grade 3 Student Group	2008 MSA Results	African American	61.1%	White	76.5%	Special Education	37.5%	FARM	68.8%	Title I	67.8%	Hispanic	80%
Grade 3	2008 MSA Results																			
Advanced/ Proficient	67.8%																			
Grade 3 Student Group	2008 MSA Results																			
African American	61.1%																			
White	76.5%																			
Special Education	37.5%																			
FARM	68.8%																			
Title I	67.8%																			
Hispanic	80%																			

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																		
Reading – MSA (Continued)	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> Overall MSA results have improved since 2007; the % at proficient/advanced has increased with a gain of 13.3%. <table border="1" data-bbox="401 513 1047 610"> <thead> <tr> <th>Grade 4</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced/ Proficient</td> <td>73.3%</td> </tr> </tbody> </table>	Grade 4	2008 MSA Results	Advanced/ Proficient	73.3%	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> Special Education, FARM, and Hispanic subgroups are performing at higher levels in 2008 than in 2007. Gap between White and African American has increased by 7.1% in 2007 to 2008. A large gap continues to exist between White and Special Education students although the gap decreased by 7.8% points from 2007 to 2008. The gap in achievement between African American and FARMS students has decreased by 2.9% points during this time period. <table border="1" data-bbox="1373 750 1944 1083"> <thead> <tr> <th>Grade 4 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>66.7%</td> </tr> <tr> <td>White</td> <td>88.2%</td> </tr> <tr> <td>Special Education</td> <td>50%</td> </tr> <tr> <td>FARM</td> <td>67.7%</td> </tr> <tr> <td>Title I</td> <td>73.3%</td> </tr> <tr> <td>Hispanic</td> <td>50%</td> </tr> </tbody> </table>	Grade 4 Student Group	2008 MSA Results	African American	66.7%	White	88.2%	Special Education	50%	FARM	67.7%	Title I	73.3%	Hispanic	50%
Grade 4	2008 MSA Results																			
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Reading – MSA (Continued)	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> Overall MSA results have improved every year since 2007 the % at proficient/advanced has increased steadily during this time showing a gain of 22%. <table border="1" data-bbox="401 475 1047 570"> <thead> <tr> <th>Grade 5</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced/ Proficient</td> <td>69.1%</td> </tr> </tbody> </table>	Grade 5	2008 MSA Results	Advanced/ Proficient	69.1%	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> African American, FARM, and Special Education are performing at higher levels in 2008 than in 2007. Gap between Special Education and FARM has increased by 11.6% points from 2007 to 2008 although both groups have improved. A large gap continues to exist between White and Hispanic students and with the gap increasing by 8.1% points from 2007 to 2008. The gap in achievement between African American and White students has decreased by 13.1% points during this time period. <table border="1" data-bbox="1373 748 1944 1037"> <thead> <tr> <th>Grade 5 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>69.7%</td> </tr> <tr> <td>White</td> <td>76.9%</td> </tr> <tr> <td>Special Education</td> <td>40.9%</td> </tr> <tr> <td>FARM</td> <td>66.7%</td> </tr> <tr> <td>Title I</td> <td>69.1%</td> </tr> </tbody> </table>	Grade 5 Student Group	2008 MSA Results	African American	69.7%	White	76.9%	Special Education	40.9%	FARM	66.7%	Title I	69.1%
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Reading – Benchmark Assessment #1	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Students performed lowest on: <ul style="list-style-type: none"> 3.A.3.c Sequence the important events (12% below expectation) At least 90% of students performed at expectation in the following areas: <ul style="list-style-type: none"> 1.A.1.b Compare one-syllable words (94%), 1.B.2.a Recognize and apply short vowels, long vowels, and “y”(94%) 1.C.2.c Read sight words (94%) 1.D.2.a Sort grade appropriate words (94%) 3.A.3.a Identify elements of a story (100%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Overall performance gaps exist between African American and White students of 22 points, between Regular Education and Special Education students of 12 points, and between FARM and non-FARM students of 12 points. 																

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading – Benchmark Assessment #1	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 3.A.2.b Identify and explain how text features contribute to meaning (39% below expectation) ○ 3.A.6.a Recognize the main idea or message (32% below expectation) • At least 80% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.2.c Identify and apply vowel patterns (82%) ○ 1.D.2.b Identify and explain common antonyms, synonyms, and homophones (82%) ○ 1.E.4.c Identify and explain what is not stated in the text (88%) 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 23 points, between Regular Education and Special Education students of 62 points, and between FARM and non-FARM students of 32 points.
	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.4.g Draw conclusions and make generalizations (53% below expectation) ○ 3.A.4.a Use structural features such as structure and form in poetry (57% below expectation) • At least 90% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.D.3.a Above grade level words in context (97%) ○ 1.D.3.a Words with multiple meaning (90%) 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 30 points, between Regular Education and Special Education students of 26 points, and between FARM and non-FARM students of 25 points.
	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 3.A.3.e Identify and explain relationships between and among characters, setting, and events (70% below expectation) ○ 2.A.4.c State and support main ideas and messages (67% below expectation) • At least 80% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.1.a Long and short vowels (85%) ○ 1.D.3.a Words with multiple meanings (81%) 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 38 points, between Regular Education and Special Education students of 3 points, and between FARM and non-FARM students of 0 points.

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Reading – Benchmark Assessment #1 (Continued)	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.3.a Identify and analyze the organizational patterns of text (50% below expectation) ○ 3.A.3.b Identify and explain the events of the plot (47% below expectation) • At least 80% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.D.2.b Antonyms and synonyms (84%) ○ 1.D.3.a Words with multiple meanings (82%) 	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 13 points, between Regular Education and Special Education students of 41 points, and between FARM and non-FARM students of 0 points.
Reading Benchmark Assessment #2	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.3.e Develop knowledge of organizational structure of informational texts (51% below expectation) ○ 1.E.4.a Describe what the text is about (40% below expectation) • At least 90% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.C.2.c Read sight words automatically (94%) ○ 1.D.2.a Sort grade appropriate words with or without pictures and categories(91%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 34 points, between Regular Education and Special Education students of 34 points, and between FARM and non-FARM students of 29 points.
	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.2.d Use organizational aids when reading (49% below expectation) ○ 3.A.6.a Main idea or message of the text (23% below expectation) • At least 80% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.2.b Break compound words, contractions, and inflectional endings into known parts (86%) ○ 1.D.2.b Identify and explain common antonyms, synonyms, and homophones (89%) ○ 3.A.3.d Identify character traits (86%) 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 30 points, between Regular Education and Special Education students of 7.9 points, and between FARM and non-FARM students of 67.9 points.

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Reading Benchmark Assessment #2 (Continued)	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 3.A.3.d Conclusions about the character’s traits (47% below expectation) ○ 2.A.4.c State and support main ideas and messages (25% below expectation) • At least 90% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.D.2.b Identify and explain common antonyms, synonyms, and homophones (96%) ○ 1.D.3.a Above grade level words used in context (96%) 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 18 points, between Regular Education and Special Education students of 25 points, and between FARM and non-FARM students of 21 points.
	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.6.b Identify and explain the additions or changes to format or text features that would make the text easier to understand (67% below expectation) ○ 2.A.4.d Summarize or paraphrase (70% below expectation) • At least 80% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.1.a Vowel Patterns (86%) ○ 1.D.3.a Above grade level words used in context (86%) ○ 1.D.3.a Words with multiple meanings(88%) 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 38 points, between Regular Education and Special Education students of 12.2 points, and between FARM and non-FARM students of 40.9 points.
	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.1.b Read, use, and identify the characteristics of functional documents (58% below expectation) ○ 2.A.4.h Distinguish between a fact and opinion (58% below expectation) • At least 80% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.D.2.b Antonyms and synonyms (85%) ○ 1.D.3.a Above grade level words used in context (82%) 	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 13 points, between Regular Education and Special Education students of 0 points, and between FARM and non-FARM students of 41.8 points.

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Reading Benchmark Assessment #3	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 1.A.1.b – Compare one-syllable words using initial, medial, and final sounds (25% below expectation) ○ 3.A.3.c – Sequence the important story events (17% below expectation) • At least 90 % of the students performed at expectation on the following objectives: <ul style="list-style-type: none"> ○ 1.D.2.a – Sort grade appropriate words with or without pictures into categories (90%) ○ 1.C.2.c – Read sight words automatically (97%) 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 23 points, between Regular Education and Special Education students of 18 points, and between FARM and non-FARM students of 10 points.
	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.4.g – Summarize the text or a portion of the text (53% below expectation) ○ 2.A.4.d – Draw conclusions and generalizations from the text to form a new understanding (36% below expectation) • At least 90 % of the students performed at expectation on the following objectives: <ul style="list-style-type: none"> ○ 1.B.2.a – Use phonics to decode words (93%) ○ 1.B.2.b – Break compound words, contractions, and inflectional endings into known parts (95%) ○ 1.D.2.b – Identify and explain common synonyms, antonyms, and homophones (92%) ○ 1.D.3.a - Use context clues (90%) ○ 1.E.4.c – Identify and explain what is not directly stated in the text (90%) ○ 2.A.3.d – Recognize cause/effect relationships (92%) 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 26 points, between Regular Education and Special Education students of 61points, and between FARM and non-FARM students of 5 points.

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Reading Benchmark Assessment #3 (Continued)	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.2.f - Connections between text features and the main idea (36% below expectation)) ○ 2.A.4.h distinguish between a fact and opinion (36% below expectation) • At least 85 percent of the students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.E.4.c Identify and explain what is not directly stated (85%) ○ 2.A.2.c Use informational aids (86%) ○ 3.A.3.b Identify and explain the elements of a story (85%). 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 36 points, between Regular Education and Special Education students of 74 points, and between FARM and non-FARM students of 29 points.
	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 2.A.2.f – Connections between text features and the main idea (65% below expectation) ○ 2.A.4.c Identify and explain the main idea and messages (76% below expectation) ○ 3.A.7.d Identify and explain figurative language – personification (41% below expectation) • At least 80% of the students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.1.a Apply phonics skills – diphthongs (91%) ○ 1.B.1.a Apply phonics skills – Irregular/silent consonant sounds (80%) 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 37 points, between Regular Education and Special Education students of 6 points, and between FARM and non-FARM students of 31 points.
	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 1.E.4.a – Identify and explain the main idea (60% below expectation) ○ 3.A.3.d Analyze characterization (29% below expectation) • At least 75% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.D.3.a – Use context to determine the meanings of words (76%) ○ 2.A.5.a - Identify and explain specific words or phrases that contribute to the meaning of a text (78%). 	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students of 6 points, between Regular Education and Special Education students of 51 points, and between FARM and non-FARM students of 11 points.

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Reading – SRI	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> The average %ile score for all students was 29.64. That was a 3.2%ile increase from their performance one year ago. <table border="1" data-bbox="682 483 1066 1047" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Percentile Rankings on SRI – Current Grade 4 Students</th> </tr> <tr> <th style="text-align: center;">Student Group</th> <th style="text-align: center;">January 2008 (GR3)</th> <th style="text-align: center;">January 2009 (GR4)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">All Students</td> <td style="text-align: center;">26.44</td> <td style="text-align: center;">29.64</td> </tr> <tr> <td style="text-align: center;">African American</td> <td style="text-align: center;">22.8</td> <td style="text-align: center;">26</td> </tr> <tr> <td style="text-align: center;">Hispanic</td> <td style="text-align: center;">25.3</td> <td style="text-align: center;">21.1</td> </tr> <tr> <td style="text-align: center;">White</td> <td style="text-align: center;">36.1</td> <td style="text-align: center;">42</td> </tr> <tr> <td style="text-align: center;">FARM</td> <td style="text-align: center;">25.4</td> <td style="text-align: center;">27.5</td> </tr> <tr> <td style="text-align: center;">ELL</td> <td style="text-align: center;">15</td> <td style="text-align: center;">8.8</td> </tr> <tr> <td style="text-align: center;">Special Education</td> <td style="text-align: center;">10</td> <td style="text-align: center;">18.3</td> </tr> </tbody> </table>	Percentile Rankings on SRI – Current Grade 4 Students			Student Group	January 2008 (GR3)	January 2009 (GR4)	All Students	26.44	29.64	African American	22.8	26	Hispanic	25.3	21.1	White	36.1	42	FARM	25.4	27.5	ELL	15	8.8	Special Education	10	18.3	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> 2009 Data <ul style="list-style-type: none"> There is an overall achievement gap between the performance of African American and Hispanic students when compared to White students. On average , the African American students scored 6%ile points lower than White students. Hispanic students scored 20.9%ile points lower than White Students. FARM students performed 2.1%ile points below All Students. ELL students performed 20.84%ile points below All Students. SPED students performed 11.34%ile points below All Students. Comparison Data (2008 to 2009) From the previous year: <ul style="list-style-type: none"> White students increased 5.9%ile points. African American students increased 3.2%ile points. FARM increased 2.1%ile points. Hispanic decreased 4.2%ile points. ELL decreased 6.2%ile points.
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Percentile Rankings on SRI – Current Grade 5 Students																													
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Math – MSA	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> Overall MSA results show an increase in every subgroup from 2007 to 2008. All students have increased by 12.3%. <table border="1" data-bbox="401 475 1047 571"> <thead> <tr> <th>Grade 3</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced/ Proficient</td> <td>67.8%</td> </tr> </tbody> </table>	Grade 3	2008 MSA Results	Advanced/ Proficient	67.8%	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> The 2007 data shows a gap of 10.7% between FARMS and Special Education and a gap of 14.3% between African American and White subgroups. In 2008, there was a gap of 20.8% between FARM and Special Education and a gap of 24.1% between African American and White subgroups. <table border="1" data-bbox="1373 628 1940 961"> <thead> <tr> <th>Grade 3 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>58.3%</td> </tr> <tr> <td>White</td> <td>82.4%</td> </tr> <tr> <td>Special Education</td> <td>43.8%</td> </tr> <tr> <td>FARM</td> <td>64.6%</td> </tr> <tr> <td>Title I</td> <td>67.8%</td> </tr> <tr> <td>Hispanic</td> <td>80%</td> </tr> </tbody> </table>	Grade 3 Student Group	2008 MSA Results	African American	58.3%	White	82.4%	Special Education	43.8%	FARM	64.6%	Title I	67.8%	Hispanic	80%
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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																		
Math – MSA (Continued)	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> Overall MSA results have improved since 2007; the % at proficient/advanced has increased during this time showing a gain of 7.3%. <table border="1" data-bbox="401 513 1047 610"> <thead> <tr> <th>Grade 4</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced/ Proficient</td> <td>82.7%</td> </tr> </tbody> </table>	Grade 4	2008 MSA Results	Advanced/ Proficient	82.7%	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> African American, White, and Special Education subgroups are performing at higher levels in 2008 than in 2007. Gap between White and FARM has increased by 2.6% in 2007 to 2008. A large gap continues to exist between White and Special Education students although the gap decreased by 8.1% points from 2007 to 2008. The gap in achievement between African American and Special Education students has decreased by 6.8% points during this time period. <table border="1" data-bbox="1373 748 1944 1079"> <thead> <tr> <th>Grade 4 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>81%</td> </tr> <tr> <td>White</td> <td>88.2%</td> </tr> <tr> <td>Special Education</td> <td>66.7%</td> </tr> <tr> <td>FARM</td> <td>77.4%</td> </tr> <tr> <td>Title I</td> <td>82.7%</td> </tr> <tr> <td>Hispanic</td> <td>66.7%</td> </tr> </tbody> </table>	Grade 4 Student Group	2008 MSA Results	African American	81%	White	88.2%	Special Education	66.7%	FARM	77.4%	Title I	82.7%	Hispanic	66.7%
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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																
Math – MSA (Continued)	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> Overall MSA results have decreased from 2007 to 2008. The % at proficient/advanced has increased during this time showing a decrease of 5.2 <table border="1" data-bbox="401 513 1047 610"> <thead> <tr> <th>Grade 5</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced/ Proficient</td> <td>65.4%</td> </tr> </tbody> </table>	Grade 5	2008 MSA Results	Advanced/ Proficient	65.4%	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> African American subgroup performed at a higher level in 2008 than in 2007. Gap between African American and Special Education has increased by 26.6% points from 2007 to 2008 although only the African American subgroup has improved. A large gap continues to exist between White and Special Education students and with the gap increasing by .5% points from 2007 to 2008. The gap in achievement between African American and White students has decreased by 26.1% points during this time period. <table border="1" data-bbox="1373 781 1944 1066"> <thead> <tr> <th>Grade 5 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>66.7%</td> </tr> <tr> <td>White</td> <td>69.2%</td> </tr> <tr> <td>Special Education</td> <td>31.8%</td> </tr> <tr> <td>FARM</td> <td>62.2%</td> </tr> <tr> <td>Title I</td> <td>65.4%</td> </tr> </tbody> </table>	Grade 5 Student Group	2008 MSA Results	African American	66.7%	White	69.2%	Special Education	31.8%	FARM	62.2%	Title I	65.4%
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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Unit 2 Tests/ Math Benchmark Assessment #1	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 6.C.1.c. Identify the concept of inverse operation to addition and subtraction. (41% below expectation) • At least 85% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.1.a Represent numeric quantities using concrete and pictorial representations and operational symbols with whole numbers to 20. (85%), ○ 6.A.1.k Count forward and backward starting with numbers other than one. (89%), ○ 6.C.1.a Develop strategies for addition and subtraction facts (89%), ○ 6.C.1.b Solve a given word problem based on an addition or subtraction situation (89%). • Students performed best on: <ul style="list-style-type: none"> ○ 1.B.2.b Find the missing number in a number sentence using operational symbols with whole numbers to 20 using pictures and manipulatives (91%), 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 11% , between FARM and non-FARM students by 14% and between Regular Education and Special Education students by 7%.
	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 6.A.3.a Determine the value of a given set of mixed currency up to \$10 (21% below expectation) • At least 80% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.2.a Represent relationships using appropriate relational symbols and operational symbols with whole numbers to 10. (82%), 6.A.1.g Identify the place value of a digit up to 999. (80%) ○ 6.A.1.l Use ordinal numbers to indicate position up to 31st.(89%), ○ 6.B.1.a Build and describe models of even and odd numbers.(80%), ○ 6.C.1.b Add three whole number addends with up to 2 digits. (89%). • Students performed best on: <ul style="list-style-type: none"> ○ 6.A.1.f Express whole numbers up to 999 using expanded form. (93%), ○ 6.C.1.d Solve word problems based on subtraction or addition situations. (93%). 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 22%, between FARM and non-FARM students by 11% and between Regular Education and Special Education students by 5%.

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Unit 2 Tests/ Math Benchmark Assessment #1 (Continued)	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 6.C.1.b Subtract whole numbers. (86% below expectation) and 4.B.1.c Interpret data contained in single bar graphs. (49% below expectation). • At least 51% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.2.a Represent relationships using appropriate relational and operational symbols.(61%), ○ 6.A.1.a Read, write, and represent whole numbers using symbols, words, and models. (64%), ○ 6.A.1.d Compare, order, and describe whole numbers. 59%), ○ 6.C.1.a Add whole numbers.(58%). • Students performed best on: <ul style="list-style-type: none"> ○ 1.B.2.b Find the missing number in a number sentence using addition or subtraction.(71%). 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 23%, between FARM and non-FARM students by 22% and between Regular Education and Special Education students by 19%.
	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 4.B.1.b Interpret line graphs. (65% below expectation). • At least 84% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.B.1.b Determine equivalent expressions.84%), ○ 1.B.2.a Represent relationships using relational and operational symbols (84%), ○ 4.B.2.a Determine median, mode, and range (84%), ○ 6.C.1.a Add whole numbers.84%). • Students performed best on: <ul style="list-style-type: none"> ○ 6.B.1.b Identify factors (90%), and ○ 4.B.1.a Represent numeric quantities using operational symbols.(90%). 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 25%, between FARM and non-FARM students by 10% and between Regular Education and Special Education students by 21%.

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Unit 2 Tests/ Math Benchmark Assessment #1 (Continued)	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 1.A.1.c Complete a one operation function table (47% below expectation) ○ 6.C.1.c Interpret remainders (47% below expectation). • At least 76% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 4.B.1.a Interpret and compare data in stem and leaf plots. (84%), ○ 4.B.1.b Interpret and compare data in line plots(79%), ○ 4.B.1.d Interpret and compare data in double line graphs.(76%) • Students performed best on: <ul style="list-style-type: none"> ○ 6.C.1.b Divide whole numbers. (87%) ○ 6.C.1.g Multiply decimals. (87%). 	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 12% , between FARM and non-FARM students by 41% and between Regular Education and Special Education students by 27%.
Unit 4 Test/ Math Benchmark Assessment #2	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 6.A.3.a Determine the value of a set of currency up to \$1. (48% below expectation) • At least 70% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.A.1.a Represent and analyze numeric patterns by using skip counting by 2 and 10. (80%), ○ 1.B.2.a Represent relationships using the terms greater then, less than, and equal(70%), ○ 6.A.1.f Express whole numbers up to 99 using expanded form (74%), • Students performed best on: <ul style="list-style-type: none"> ○ 6.A.1.d Use the numbers 5 and 10 as anchors in relationships to other numbers. (100%). 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 23% , between FARM and non-FARM students by 31% and between Regular Education and Special Education students by 17%.

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Unit 4 Test/ Math Benchmark Assessment #2 (Continued)	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 3.A.1.b tell time in intervals of 5 minutes(72% below expectation) • Students performed best on: <ul style="list-style-type: none"> ○ 6.A.1.f Represent whole numbers to 999 using expanded form. (98%), ○ 6.A.1.g Identify the place value of a digit up to 999.(97%) and 6.C.1.b Add no more than3 2-digit numbers. (91%) 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 10% , between FARM and non-FARM students by 13% and between Regular Education and Special Education students by 42%.
	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 1.A.1.b Represent and analyze numeric patterns using skip counting by 3 and 4 (22% below expectation) and ○ 6.C.1.f Represent multiplication facts. (22% below expectation). • Students performed best on: <ul style="list-style-type: none"> ○ 1.A.1.a Represent and analyze numeric patterns using skip counting by 2, 5, and 10. (93% n) and ○ 6.A.3.b Determine the value of a given set of mixed currency.(90%). 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 31% , between FARM and non-FARM students by 31% and between Regular Education and Special Education students by 50%.
	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 3.C.1.b Determine area. (53% below expectation) and ○ 6.C.1.d Divide whole numbers (53% below expectation). • At least 87% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.A.1.c Complete a function table. (89%), ○ 2.B.2.a Compare a plane figure to surfaces of a solid geometric figure (87%), ○ 2.E.1.a Identify the results of translations, rotations, and reflections(87%), ○ 3.C.1.a Determine perimeter (87%), • Students performed best on: <ul style="list-style-type: none"> ○ 1.A.2.b Generate a rule for a repeating pattern. (96%), and ○ 2.A.1.b Identify and describe angles(91%). 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 13% , between FARM and non-FARM students by 26% and between Regular Education and Special Education students by 21%.

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Unit 4 Test/ Math Benchmark Assessment #2 (Continued)	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 6.A.1.d Compare and order fraction with unlike denominators.(40% below expectation) and ○ 6.C.1.d Add and subtract proper fractions and mixed numbers with answers in simplest form (60% below expectation). • At least 75% of students performed at expectation in the following areas: <ul style="list-style-type: none"> ○ 1.b.1.b Determine the value of an algebraic expression with one unknown. (88%) ○ 1.B.2.a Represent relationships using operational and relational symbols (80%), ○ 1.B.2.b Find the unknown in an equation with one operation(75%), and ○ 6.B.1.d Identify a common multiple and the least common multiple (82%), • Students performed best on: <ul style="list-style-type: none"> ○ 1.A.1.d Apply a given two-operation rule for a pattern (92% at expectation), and ○ 1.C.1.a Represent decimal and mixed numbers on a number line. (95% at expectation). 	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 7% , between FARM and non-FARM students by 27% and between Regular Education and Special Education students by 25%.

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Math Benchmark #3 Grades 3 – 5 NOTE: Unit 6 to be added for Grades 1 and 2 after administration	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 7.C.1 Present mathematical ideas using words, symbols, visual displays, or technology (7%) • At least 85% of students were at expectation on the following: <ul style="list-style-type: none"> ○ 6.A.2.b Read, write, and represent fractions as part of a set using symbols, words, and models (86%) ○ 3.C.1.b Estimate and determine the area of geometric figures and pictures on a grid (88%) • Students performed best on: <ul style="list-style-type: none"> ○ 1.A.2.b Represent and analyze repeating patterns using symbols, shapes, designs, or pictures (98%) ○ 1.A.2.a Represent and analyze growing patterns using symbols, shapes, designs, or pictures (97%) ○ 2.E.1.a Identify and describe the results of a slide, flip, and turn 	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 40% , between FARM and non-FARM students by 11% and between Regular Education and Special Education students by 58%.
	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 7.B.1.d Use methods of proof (31%) ○ 6.C.1.e Add and subtract proper fractions and mixed numbers (80%) • At least 90% of students were at expectation on the following: <ul style="list-style-type: none"> ○ 1.C.1.a Represent mixed numbers and proper fractions on a number line (90%) ○ 6.A.2.h Compare, order, and describe decimals with or without using symbols (90%) • Students performed best on: <ul style="list-style-type: none"> ○ 6.A.2.g Compare fractions and mixed numbers with or without using symbols (96%) ○ 6.A.2.a Read, write or represent proper fractions of a single region using symbols, words, or models(96%) ○ 6.A.2.b Read, write, or represent proper fractions of a set which has the same number of items as the denominator using symbols, words, or models (94%) 	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 16% , between FARM and non-FARM students by 14% and between Regular Education and Special Education students by 3%.

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Math Benchmark #3 Grades 3 – 5 (Continued)	<p><u>Grade5</u></p> <ul style="list-style-type: none"> • Students performed lowest on: <ul style="list-style-type: none"> ○ 7.B.1.d Use methods of proof (15%) ○ 2.C.1.a Identify, describe, and draw angles, parallel line segments, and perpendicular line segments (48%) ○ 3.B.2.a Measure a single angle and angles in regular polygons (48%) • At least 85% of students were at expectation on the following: <ul style="list-style-type: none"> ○ 5.B.1.a Identify and classify pyramids and prisms by the number of edges, faces, and vertices (85%) ○ 3.C.1.c Find the area and perimeter of any closed figure on a grid (87%) • Students performed best on: <ul style="list-style-type: none"> ○ 2.A.1.b Identify polygons within a composite figure (91%) ○ 3.C.1.a Determine perimeter (91%) ○ 5.A.1.a Determine possible outcomes of independent events (93%) 	<p><u>Grade5</u></p> <ul style="list-style-type: none"> • Overall performance gaps exist between African American and White students by 24% , between FARM and non-FARM students by 6% and between Regular Education and Special Education students by 32%. 																																								
Student Attendance	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>HF</th> <th>HM</th> <th>AAM</th> <th>AAF</th> <th>WM</th> <th>WF</th> <th>ASM</th> <th>ASF</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td># of students between 5-10 days of absence</td> <td>20</td> <td>22</td> <td>38</td> <td>37</td> <td>22</td> <td>24</td> <td>3</td> <td>6</td> <td>172</td> </tr> <tr> <td>Total # of students in each subgroup</td> <td>39</td> <td>40</td> <td>120</td> <td>88</td> <td>61</td> <td>64</td> <td>8</td> <td>7</td> <td>426</td> </tr> <tr> <td>Percentage of subgroup absent for 5-10 days</td> <td>51%</td> <td>55%</td> <td>32%</td> <td>42%</td> <td>36%</td> <td>38%</td> <td>38%</td> <td>86%</td> <td>40%</td> </tr> </tbody> </table>		HF	HM	AAM	AAF	WM	WF	ASM	ASF	Total	# of students between 5-10 days of absence	20	22	38	37	22	24	3	6	172	Total # of students in each subgroup	39	40	120	88	61	64	8	7	426	Percentage of subgroup absent for 5-10 days	51%	55%	32%	42%	36%	38%	38%	86%	40%	<ul style="list-style-type: none"> • The Hispanic population has a significantly higher rate of student absences compared to all other subgroups. 53% of this population has 5-10 days of unexcused absences. There is no significant difference between the African American and White population with both averaging about 36.5% of students having 5-10 days of unexcused absence.
	HF	HM	AAM	AAF	WM	WF	ASM	ASF	Total																																	
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Office Referrals	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #e0e0e0;">Categories with the Highest # of Office Referrals</th> <th style="background-color: #e0e0e0;"># of Referrals</th> </tr> </thead> <tbody> <tr> <td>Insubordination</td> <td style="text-align: center;">34</td> </tr> <tr> <td>Harassment</td> <td style="text-align: center;">29</td> </tr> <tr> <td>Physical Attack on a Student</td> <td style="text-align: center;">19</td> </tr> <tr> <td>Fighting</td> <td style="text-align: center;">17</td> </tr> <tr> <td>Classroom Disruption</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="background-color: #e0e0e0;">Subtotal of Listed Categories</td> <td style="background-color: #e0e0e0; text-align: center;">114</td> </tr> <tr> <td>Total # of Office Referrals</td> <td style="text-align: center;">183</td> </tr> <tr> <td style="background-color: #e0e0e0;">% of total referrals that listed categories comprise</td> <td style="background-color: #e0e0e0; text-align: center;">62%</td> </tr> </tbody> </table>	Categories with the Highest # of Office Referrals	# of Referrals	Insubordination	34	Harassment	29	Physical Attack on a Student	19	Fighting	17	Classroom Disruption	15	Subtotal of Listed Categories	114	Total # of Office Referrals	183	% of total referrals that listed categories comprise	62%	<ul style="list-style-type: none"> Top 5 discipline categories show that African American Males have the highest referral rate in these areas with 63%. The next subgroup is African American Females with 22%. All other race/gender counts are significantly below the African American population. The total school population reflects African American at 49%, Hispanic at 19%, Asian at 3%, and White at 29%.
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Suspensions – In-school and out-of-school	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">06-07</th> <th style="text-align: center;">07-08</th> <th style="text-align: center;">08-09</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Out of School Suspension</td> <td style="text-align: center;">21</td> <td style="text-align: center;">56</td> <td style="text-align: center;">64</td> </tr> <tr> <td style="text-align: center;">In School Suspension</td> <td style="text-align: center;">22</td> <td style="text-align: center;">16</td> <td style="text-align: center;">46</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Overall, a rise on both suspension areas is observed. An external factor in the sharp rise between 07 – 08 and 08 – 09 is the new policy defining amounts of time students with disabilities can be outside of their LRE prior to it counting towards official suspension time. 		06-07	07-08	08-09	Out of School Suspension	21	56	64	In School Suspension	22	16	46	<ul style="list-style-type: none"> Disaggregated data shows that African American males are the highest category of both in and out of school suspensions with over 85% of both categories falling in this area for the three years shown. The African American male typically represents 30% of the school population. 75% of African American males suspended in or out of school have had this action taken more than one time during the school year. 						
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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																																								
School Climate	<ul style="list-style-type: none"> • The PBIS program was adopted this school year to improve school climate and encourage student accountability. Components such as the PBIS checklist were maintained on a daily basis by teacher and shared weekly with parents in the Tuesday Folders. • Overall, PBIS is effective for 86% of the student population. <table border="1" data-bbox="401 574 1134 1287" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Classroom</th> <th>Percent Effective</th> </tr> </thead> <tbody> <tr><td>A</td><td>87%</td></tr> <tr><td>B</td><td>100%</td></tr> <tr><td>C</td><td>85%</td></tr> <tr><td>D</td><td>87%</td></tr> <tr><td>E</td><td>95%</td></tr> <tr><td>F</td><td>71%</td></tr> <tr><td>G</td><td>95%</td></tr> <tr><td>H</td><td>73%</td></tr> <tr><td>I</td><td>81%</td></tr> <tr><td>J</td><td>86%</td></tr> <tr><td>K</td><td>100%</td></tr> <tr><td>L</td><td>82%</td></tr> <tr><td>M</td><td>70%</td></tr> <tr><td>N</td><td>85%</td></tr> </tbody> </table>	Classroom	Percent Effective	A	87%	B	100%	C	85%	D	87%	E	95%	F	71%	G	95%	H	73%	I	81%	J	86%	K	100%	L	82%	M	70%	N	85%	<ul style="list-style-type: none"> • The PBIS program is effective for 100% of the Asian and Hispanic subgroups. PBIS is effective for 99% of the White subgroup and 87% of the African American subgroup. PBIS is 86% effective overall, which positively affects the school climates. <table border="1" data-bbox="1373 558 1940 797" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Subgroup</th> <th>% Effective</th> </tr> </thead> <tbody> <tr><td>African American</td><td>87%</td></tr> <tr><td>Asian</td><td>100%</td></tr> <tr><td>Hispanic</td><td>100%</td></tr> <tr><td>White</td><td>99%</td></tr> </tbody> </table>	Subgroup	% Effective	African American	87%	Asian	100%	Hispanic	100%	White	99%
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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																																	
Parent Involvement	<ul style="list-style-type: none"> The school has Family Fun Reading and Math Nights. Several other events and workshops are held throughout the year which include, Who’s Who/Welcome Back Breakfast at Pinehurst, Before and After School Care Expo, Muffins for Moms, Donuts for Dads, Tellin’ Stories, Rovin’ Readers, Summer Camp Expo, PAC (Parent Advisory Committee), Reading and Math Strategy Workshops, Back to School Parent Night, TV Turn Off Week, Open House, Community Bus Tour, Carnival, Stars Family Night, Talent Show and PTA Family Nights. Other parent involvement opportunities are Positive Post Cards, Parent Link, Tuesday Folders, Panther Press, Reading and Math Calendar, PBIS Behavior Checklist for regular education and Communication Logs for the Adaptive Classrooms. 	<table border="1"> <thead> <tr> <th data-bbox="1373 402 1654 451">Activities</th> <th data-bbox="1654 402 1940 451">Total Attendance</th> </tr> </thead> <tbody> <tr> <td data-bbox="1373 451 1654 532">Welcome Back Breakfast</td> <td data-bbox="1654 451 1940 532">60</td> </tr> <tr> <td data-bbox="1373 532 1654 581">Muffin’s for Moms</td> <td data-bbox="1654 532 1940 581">160</td> </tr> <tr> <td data-bbox="1373 581 1654 630">Donuts for Dads</td> <td data-bbox="1654 581 1940 630">170</td> </tr> <tr> <td data-bbox="1373 630 1654 678">Family Fun Night</td> <td data-bbox="1654 630 1940 678">260</td> </tr> <tr> <td data-bbox="1373 678 1654 727">Seuss on the Loose</td> <td data-bbox="1654 678 1940 727">177</td> </tr> <tr> <td data-bbox="1373 727 1654 776">PAC</td> <td data-bbox="1654 727 1940 776">5</td> </tr> <tr> <td data-bbox="1373 776 1654 824">Summer Camp Expo</td> <td data-bbox="1654 776 1940 824">270</td> </tr> <tr> <td data-bbox="1373 824 1654 873">TV Turn Off Week</td> <td data-bbox="1654 824 1940 873">325 people</td> </tr> <tr> <td data-bbox="1373 873 1654 922">Tellin’ Stories</td> <td data-bbox="1654 873 1940 922">18 families</td> </tr> <tr> <td data-bbox="1373 922 1654 971">Rovin’ Readers</td> <td data-bbox="1654 922 1940 971">18</td> </tr> <tr> <td data-bbox="1373 971 1654 1019">Back to School Night</td> <td data-bbox="1654 971 1940 1019">57 families</td> </tr> <tr> <td data-bbox="1373 1019 1654 1068">Open House</td> <td data-bbox="1654 1019 1940 1068">200</td> </tr> <tr> <td data-bbox="1373 1068 1654 1117">Stars Family Night</td> <td data-bbox="1654 1068 1940 1117">70 families</td> </tr> <tr> <td data-bbox="1373 1117 1654 1166">Talent Show</td> <td data-bbox="1654 1117 1940 1166">300</td> </tr> <tr> <td data-bbox="1373 1166 1654 1214">Family Football Game</td> <td data-bbox="1654 1166 1940 1214">175 people</td> </tr> </tbody> </table>		Activities	Total Attendance	Welcome Back Breakfast	60	Muffin’s for Moms	160	Donuts for Dads	170	Family Fun Night	260	Seuss on the Loose	177	PAC	5	Summer Camp Expo	270	TV Turn Off Week	325 people	Tellin’ Stories	18 families	Rovin’ Readers	18	Back to School Night	57 families	Open House	200	Stars Family Night	70 families	Talent Show	300	Family Football Game	175 people
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Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - Reading: The area of strength that exists from 1st through 5th grade is in the general reading processes, more specifically in phonics and vocabulary. Students are consistently able to identify antonyms, synonyms, and homophones. Students are also able to identify multi-meaning words and vowel sounds/vowel patterns based on Benchmark data.
 - Math: Assessed objectives of strength were in the areas of reading, writing, and expression of whole numbers; and addition and subtraction based on Benchmark data.

2. Describe any trends in the areas of strength.
 - Reading and Math: White students outperformed African American Students at the objective level for the above stated strengths. In most cases Special Education Students scored lower than Regular Education Students. Non-FARM students scored higher than FARM students.
 - Reading MSA: Over a three year period, more students were making gains in the advanced category in 3rd and 4th grade. 5th grade made significant gains in the advanced category in 2007. In 4th grade the African American subgroup has made steady gains. In 5th grade the white subgroup has made steady gains.
 - Math MSA: In 4th grade math, the special education subgroup has increased significantly over a three year period of time. In 4th and 5th grade the FARM subgroup has increased.
 - Attendance: The ELL population is steadily increasing.
 - Parent Involvement: We have noticed an increase in the families that participate in Family Reading and Math Nights.

3. Describe areas of need that exist through most or all data sources or grades.
 - Reading: After analyzing the data, three areas of need presented themselves including main idea, story elements and organizational aids/ text features.
 - Math: The area of need at each grade level rests within the newly introduced skills: therefore, areas of need do not remain consistent across grade levels.

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4. Describe any trends in the areas of need.
- Reading: Overall performance gaps exist between African American and white students of up to 38 points: and between regular ed. and special ed. students of up to 62 points, in the above stated areas of need.
 - Math: Overall performance gaps exist between African American and white students of up to 25 points, between FARM and non-FARM by as much as 41 points; and between special ed. and regular ed. by as much as 50 points.
 - Reading MSA: There are many inconsistencies in performance in the subgroups. In 3rd grade, the African American subgroup has increased in performance while the white subgroup has decreased in performance.
 - Math MSA: The Math MSA data shows that there are also inconsistencies in the subgroups. The African American subgroup has increased in performance while the white subgroup has decreased in performance.
 - Attendance: The special education population consistently remains 2% below the expected AMO of 94%.
 - Parent Involvement: The PTA membership has decreased in 2008/2009.

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RESPONSE TO INTERVENTION (RTI):

Pinehurst Elementary School embraces the response to intervention philosophy as a primary focus for instructional decision making in regards to student achievement. RTI is a three-tiered model that provides students opportunities for supplemental services to deter special education services among all subgroups. Tier I services could include but are not limited to classroom accommodations provided by the classroom teacher. Tier II services can include but are not limited to students participating in the stars after school program, Wilson reading program, read naturally, and supplemental services provided by certified staff and paraprofessionals. Students under consideration for special education services receive Tier III services. Tier III services primarily involve one-on-one or small instructional group settings provided by support personnel.

GUIDANCE

The school counselor will collaborate with administration, teachers, students and parents. Various services will be provided to meet the diverse personal and developmental challenges that impact academic achievement. These services may include: study skills, anger management, bullying, coping strategies, social skills, school safety, character education, individual and small group counseling, respect for self and others, grief and loss, divorce and hygiene.

BEHAVIOR SPECIALIST

The Behavior Specialist works first with teachers and staff to teach new methods of dealing with student behaviors that impede learning. Upon request, the Behavior Specialist will observe behaviors in the classroom and then suggest alternative strategies. In addition, the behavior specialist teaches classroom lessons on bullying, anger management, and holds lunch bunch groups for social skills development, produces a monthly newsletter for staff and conducts a peer mentoring program.

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PRACTICING ACCEPTABLE WORK SKILLS (PAWS)

The PAWS program is design to manage extended time out and in school suspension for disruptive students.

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TITLE I INFORMATION:

Pinehurst is a school-wide Title I program with grades pre-K through 5. The school qualifies for this status because 74.46% of our students receive free and reduced lunch. As a school-wide program, any student is entitled to Title I services. The student population at Pinehurst is very diverse, with 5 races representing 13 nationalities speaking 12 different languages. Assistance is offered in grades K-5 to students thought to benefit from either enrichment or remediation through small group pull out or in class support. Priority is given to students in preK-grade 4. Of a total staff of 130, the Title I staff is comprised of 3 Title I resource teachers and six paraprofessionals all deemed highly qualified. Title I funding supplements county funds.

Pinehurst utilizes a newly revised School Partners and Learning Compact. This document defines the roles of the student, parent, and school staff who contribute to student learning at Pinehurst Elementary School. All stakeholders sign the compact to show understanding of the expectations that are asked of them. The compact is introduced at the Back to School night held in the fall. Teachers use the compact periodically during parent conferences, parent workshops, PTA meetings, PAC meetings, and family nights.

Title I resources and programs found at Pinehurst:

Reading Learning Labs/Classroom Support

Reading Learning Labs are designed to assist in review of vocabulary and phonics, as well as strengthening comprehension skills based on benchmark assessments. Technology such as lap tops and Palms are utilized regularly to promote the skills being reinforced. Enrichment activities for highly able students at every grade level have been added. Students work in small groups for 30 to 45 minutes daily. Title I resource teachers and Title I paraprofessionals also are integrated into primary and intermediate grades for flex group instruction which implements the Houghton Mifflin Reading Series. Supplemental services are aligned with VSC.

Math Learning Labs/Classroom Support

Math Learning Labs are designed to assist in review of basic facts and remediation of skills based on benchmark assessments. Emphasis is on use of manipulatives in small group settings. Technology such as lap tops and Palms are utilized regularly to promote the skills being reinforced. Enrichment activities for highly able students at every grade level have been added. Students are in small group instruction for 30 to 45 minutes daily. Title I resource teachers and Title I paraprofessionals also are integrated into primary and intermediate grades for flex group instruction. Supplemental services are aligned with VSC.

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SOAR to Success

SOAR to Success is a reading intervention program, aligned with the VSC, used by Title I resource teachers and Title I resource paraprofessionals. This program utilizes reciprocal teaching methods to focus on improving reading comprehension in grades 3-5. Students work in small group instruction for 30 to 45 minutes daily. Students for the program are identified through using any combination of teacher recommendation, benchmark scores, MSA, SRI, IRIs, and past classroom performance. Once students have mastered the skills outlined in the SOAR to Success program they are exited.

RISE

Reading Insures Success for Everyone (RISE) program is utilized with identified students to build fluency and develop vocabulary. Each student is paired with Title I resource support for approximately 30 minutes daily. The student reads a book on his/her instructional level and incorporates writing daily. There is a homework component, in which a parent signature is required and incentives are earned by the student. Students for the program are identified through using any combination of teacher recommendation, benchmark scores, IRIs, and past classroom performance. Once students have exhibited grade level appropriate vocabulary and reading fluency students are exited from the program.

Accelerated Reader

Accelerated Reader is a technology based reading program that motivates and monitors students' comprehension on self selected reading material. Individual student goals are set at the beginning of the year using SRI and LRPs. Incentives are earned as the goal is reached.

Title I Parent Workshops

Once per year Title I resource teachers survey parents for workshop suggestions for improving strategies to help their child in the academic area. A workshop will be held and a packet of information and tools for implementing the strategies at home are provided.

Title I Family Fun Nights

Twice per year the Title I resource staff plans a Family Reading and Math Fun Night. Teachers are surveyed for skills needing remediation based on benchmark. Staff provides learning games aligned with the VSC and age appropriate activities to target those skills for parents and children to enjoy together. The learning games are modeled and played, on-line technology resources are shared, and refreshments are served. Every family receives a packet of learning games, manipulatives, strategy ideas, vocabulary cards, math fact cards, and a book.

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Parent Advisory Committee (PAC)

Twice per year, parents are invited to join the Title I resource team to review the implementation of the school-wide Title I program. Parents are encouraged to ask questions, offer suggestions for use of funds and staff development, and express concerns. Those suggestions and concerns are shared with administration and staff.

Parent Involvement Policy

The Parent Involvement Policy is a document that encourages Pinehurst families to become active participants in the school-wide Title I program planning, decision making, and school activities. A written copy of the Parent Involvement Policy will be distributed through the Pinehurst Panther Press in the beginning of the school year. It will also be posted on the school's website. The policy will be reviewed and revised at the PAC meetings.

Tellin' Stories Project

Tellin' Stories is a project that allows parents to come together to share cultural experiences and build relationships among families and community members. A "community walk" in the beginning of the year is held for staff and families to meet one another. A Pinehurst story quilt is designed that allows each parent to share their background. Parents meet monthly to discuss common concerns. Periodically, the parents read to classes in their native language (Rovin' Readers).

TV Turn Off Week

TV Turn Off Week is a week when students and families are asked to refrain from watching TV and playing video games so families can spend more quality time together. School wide activities are planned through out the week using community resources. The culminating activity consists of a trip to Salisbury University to watch a college football game.

Leadership Conference

The Leadership Conference is held at Salisbury University in the fall. The conference is offered to ten students in fifth grade who demonstrate leadership qualities or leadership potential. Students participate in leadership training through fun-filled physical activities and they will attend a Varsity Club luncheon.

Title I Paraprofessional Conference

A paraprofessional conference is held in January to help strengthen teaching skills/management of the Title I resource paraprofessionals.

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Title I works in coordination and integration with Federal, State, and local services and programs:

STARS

An afterschool program using 21st Century Community funding targets grades 1-5. The program serves low achieving, low income students and operates Monday through Thursday for 2 hours per day. The program provides snacks, reading curriculum, homework assistance, enrichment activities with community partners, and transportation home. The curriculum is aligned with the VSC.

Reading Is Fundamental

Reading Is Fundamental is a program that provides books to all students at Pinehurst. The program combines three essential elements to foster children's literacy: reading motivation, family and community involvement, and the excitement of self selecting free books to keep. Community readers are invited to come in and read to classes.

PBIS(Positive Behavior Intervention and Supports)

This school- wide program helps to improve school climate and positive behavioral support for all students. Students have the opportunity to earn incentives for obeying school-wide rules and exhibiting positive behavior.

PIRCs (Parent Information and Resource Centers)

This program is funded by USDE. The program provides parents, schools, and local organizations with training and information to strengthen partnerships so that children can reach high academic achievement.

MMFR (Maryland Meal for Achievement) and Team Nutrition

This program is a Maryland State program available to school districts based on their total numbers free and reduced meals. Pinehurst was chosen as a recipient school because of our large numbers FARM students. Our cafeteria staff currently prepares 400 breakfast per day.

Mobile Dentist Program

This program is a component of the larger state program called Maryland Smiles. Currently 60 students are participating.

Pinehurst works with other community agencies and businesses such as The Community Foundation, Rite Aid, Choptank Electric, Wal-Mart, Giant Foods, Lowes, Gametime, and Perdue to make improvements to the play equipment for the special needs students.

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To ensure students are taught by highly qualified teachers and qualified paraprofessionals, we will work collaboratively with Central Office staff by:

- Maintaining strong communication with the Department of Human Resources regarding the “highly qualified” status of individual teachers and the “qualified” status of paraprofessionals (Master Plan Action Steps 11.18 and 12.8)
- Reviewing assignments of teachers and working with the Department of Human Resources to make necessary personnel changes to ensure classes are taught by “highly qualified” teachers (Master Plan Action Step 11.22)
- Providing on-going systematic training for paraprofessionals related to their assignment (Master Plan Action Step 12.9)
- Facilitating the continuous improvement of teacher and administrator skills and content knowledge to support student learning and close achievement gaps (Master Plan Action Step 13.7)
- Providing coaching, instructional support, and training for teachers utilizing Reading and Math Coordinators and Professional Development Coaches (Master Plan Action Step 13.9)

All of the high poverty elementary schools in Wicomico County are also Title I schools. Therefore, in addition to the efforts directed at all schools in the district, the Title I Supervisor works closely with building administrators to monitor the highly qualified status of teachers in these schools. Ensuring teachers in high poverty schools are highly qualified is a top priority when staffing changes are requested or required in both elementary and secondary schools. All content supervisors work collaboratively with the Directors of Elementary Education, Secondary Education, and Human resources to determine the best placement for teachers.

Pinehurst is a PDS (professional development school site) with Salisbury University. As a PDS school, Pinehurst receives extra professional development and resources. Pinehurst also participates with the Mentoring Teacher project. First and second year teachers receive a mentor teacher to guide, pull resources, and answer questions on academic and administrative duties.

Pinehurst Elementary School accepts the Wicomico County Board of Education’s family involvement policy and has aligned its school-level parent involvement plan accordingly.

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SCHOOL IMPROVEMENT PRIORITIES:

*When the term “students” is used in this document it refers to students participating in MSA.
This includes Self-Contained special education students taking the MSA and with modifications and accommodations.*

Priority A: Accelerate student learning	
Action Step	Aligns with Master Plan Strategy #
<p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.</p> <ul style="list-style-type: none"> • Teachers will plan and implement daily lessons aligned with the Voluntary State Curriculum and the county’s pacing guide for math and Benchmark Timeline for reading utilizing research based instructional strategies and materials to meet the needs of diverse learners. • Teachers will assess student progress in meeting content standards at the objective level using formative/summative assessments. • Teachers will create activities and assessments to provide the needed practice for comprehension and writing skills using foldables, graphic organizers, student created books, etc. • Teachers in grades K-5 will use the Houghton Mifflin Reading Program which is aligned with the VSC. • The Adaptive Program teachers will use Early Literacy Skills Builder (ELSB) which is aligned with the VSC. • Teachers in Kindergarten will administer the Houghton Mifflin leveled reading passages once per year. Teachers in grades 1 and 2 will administer the LRP twice per year. Documentation of LRP levels will be placed in the student’s permanent record folder. • Teachers in grades 3-5 will administer IRIs minimum once per year. Documentation of IRIs will be placed in the student’s permanent record folder. Results will be reviewed and analyzed at a reading team meeting. • Special Education Inclusion teachers, Reading and Math Support Staff, ELL Teachers will have the opportunity to co-plan during PLC’s. • Paraprofessional plan books will be updated daily and used to guide small group instruction. • Pinehurst will initiate a school-wide program to identify students needing reading or math support as well as extend enrichment activities to accelerated students. • Math and Reading Support Staff will provide one-on-one and small group instruction to identified students to accelerate and supplement student learning in reading and/or math through the use of materials at the students’ instructional level such as Soar to Success, Learning Lab, and RISE in grades to be determined based on spring summative data and targeted criteria. All programs are aligned to the VSC. • Age appropriate handwriting instruction will occur in all grade levels to emphasize correct posture, pencil grip, letter formation and paper alignment to foster positive attitudes about the writing process. • Students will be involved in handwriting instruction with a minimum of 3 fifteen minute sessions during a 6 day cycle with daily practice. Zaner-Bloser will be the accepted format unless specified in an IEP. 	2

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning. (Continued)</p> <ul style="list-style-type: none"> • TAD teachers will be consulted on instructional strategies to enhance the learning of highly-abled learners. • Pinehurst will offer enrichment opportunities for highly able students through county supported programs such as Destination Imagination and Rising Stars. • Low achieving students and those at risk of not meeting state standards will be provided the opportunity to attend summer programs and/or an extended school year. • The STARS II program will provide opportunities for students in grades 1-5 to increase their proficiency in Reading and Math after school. • Pinehurst will partner with Salisbury University and The University of Maryland Eastern Shore’s PDS program to provide pre-teaching experiences for college students. • Teachers will use questions at varying levels of cognitive demand to promote higher level thinking. • Teachers will participate in a monthly PLC to discuss academic progress in all subject areas. • Paraprofessionals will reinforce skills taught by teachers using strategies gained through on going professional development opportunities. • The ELL teacher and ELL paraprofessional will provide instruction to ELL students to increase English language proficiency in the areas of listening, speaking, reading, and writing. • Selected staff members will participate in professional development activities such as Somirac and NCTM to bring research based ideas and strategies to the staff in the areas of reading and math. Conference session flyers will be reviewed in advance. Staff members attending the conference will be required to present sessions that match the instructional needs and professional development needs as seen through on-going Benchmark and common assessment data. Staff will also be required to provide professional development at PLC meetings. 	2

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process. <i>Include a description of how Professional Learning Communities are organized in your school.</i></p> <ul style="list-style-type: none"> • Professional Learning Communities (PLCs) will meet regularly to examine assessment data (e.g., County Reading and Math Benchmark Assessments, HM Leveled Reading Passages, IRI's, SRI & MMSR). Teachers will review formal and informal data along with student created artifacts to inform instructional directions. • Administrators will develop the duty and master schedules in order to maximize flexibility and common planning time for grade level teams to meet in Professional Learning Communities. PLC teams will meet and collaborate at least once per week about planning instruction, incorporating strategies learned during Professional Development sessions, and discuss student performance relative to formative and summative assessment (e.g., County Reading and Math Benchmark Assessments, HM Leveled Reading Passages, & MMSR). Teachers will identify students based on the formative and summative data and adjust their instruction through re-teaching and flex grouping. Minutes will be taken by an assigned person at each meeting and forwarded to the principal within 24 hours. The principal will forward minutes to appropriate staff members. (Week 1- Reading, Week 2- Math, Week 3- Student Services, Week 4- Review of Progress during the Month) • Teachers will meet to examine student performance and plan for flexible leveled reading and math groups during grade level meetings. • Teachers will use Edusoft and informal data to determine flexible groups. • Principal, Assistant Principal, Reading and Math Professional Development Coaches, along with teachers will participate in a PLC examining student performance data to identify opportunities for improvement and enrichment. • Literacy and Math PD coaches will share strategies and best practices to improve student performance in identified areas during PLC and/or ½ day PD sessions for each grade level. • Grade level representatives will share outcomes of grade level instructional team meetings at ILT meetings. 	2

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Priority A: Accelerate student learning	
Action Step	Aligns with Master Plan Strategy #
<p>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.</p> <ul style="list-style-type: none"> • Teachers will engage students in the use of before, during and after reading strategies as shown in the VSC. • Teachers will provide students with multiple opportunities to respond to reading orally and in writing daily. • Teachers will provide students the opportunity to respond to a brief constructed response (BCR) on a weekly basis either collaboratively or independently in grades 3 – 5. Teacher feedback will be provided. • Teachers will utilize novel sets to provide Reading instruction in all accelerated grade levels. • Students will be given a daily opportunity to read independently from self selected materials. • Students in Pre K-5 will have opportunities to read nonfiction periodicals to find the main idea of selections and examine the organizational structure and text features. • Students will use the Daily 5 management system to self select reading materials to increase overall reading comprehension. • Reading support staff will utilize a research based reading intervention model (SOAR) which is aligned to the VSC to targeted students in grades 3-5. • Regular education support teachers and paraprofessionals will utilize small, differentiated group instruction to enhance student learning. • Teachers will provide students opportunities to increase fluency by using Reader’s Theater. • Students will participate in a monthly reading incentive program by completing their Book Log each night. • Students will participate in Accelerated Reader. • Students participating in the reading incentive program will receive monthly recognition. • The Title 1 supervisor will provide Title I professional development to staff members at Pinehurst. 	2
<p>A4 Develop classroom level assessments that mirror the content and structural demands of the Reading MSA.</p> <ul style="list-style-type: none"> • Teachers will utilize county provided reading assessments that contain selected and constructed responses. • Teachers will use daily informal assessments such as exit tickets and every pupil response activities. 	4

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A5 Utilize student learning data to accelerate student achievement in reading.</p> <ul style="list-style-type: none"> • Teachers and support personnel will review and discuss student work, assessments and classroom performance in order to make instructional and grouping decisions during weekly PLCs. • PLC will review and discuss student data (leveled reading passages, IRIs, SRI, Edusoft data) which includes summative and formative assessments. • PLC will set instructional goal(s) based on review and discussion of student data. • PLC will make decisions about professional development for the following month based on identified areas of need. • Literacy PD Coach will provide professional development on the use of the Reading alignment and the Daily 5 for all reading teachers. • Teachers and PD Coach will collaborate to develop classroom activities to support SMART Goals for each benchmark. 	4
<p>A6 Utilize strategies to teach problem solving, logic, etc. to meet the needs of diverse learners and improve learning in mathematics.</p> <ul style="list-style-type: none"> • Math PD coach will provide on-going professional development to support grade level SMART Goals. • Students in grades 3 – 5 will utilize a warm up book for daily spiral review of previously covered concepts. (Bonnie Ennis agreed to pay 5/8/09) • Regular education support teachers and paraprofessionals will utilize small, differentiated group instruction to enhance student learning. • Students will utilize manipulatives, calculators and rulers specific to their assessment limits according to the VSC. • Teachers will use real-life activities to increase student knowledge and understanding of problem solving strategies. • Social Studies and Science teachers will integrate measurement and graphing skills to support the math curriculum. • Teachers will utilize activities that foster critical thinking, improve number sense and develop independence. (“The 24 Game”, “Coin Conundrums”, “Block Out”, “What Is The Question?”) • Math teachers will use strategies that foster communication skills in mathematics. (Math Talk, Read-Reflect-Reread, Post A Question) • Teachers will use questions at varying levels of cognitive demand to promote higher level thinking. • Students will be given opportunities for collaborative problem solving using a “rich” question at least once per week. • Math teachers will reference content standards and use terminology from the Voluntary State Curriculum to familiarize students with appropriate vocabulary. • Teachers will use instructional strategies that extend student thinking. (follow-up questions, wait time, think-pair-share, convince me, open-ended questions) 	2

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A7 Develop classroom level assessments that mirror the content and structural demands of the Math MSA.</p> <ul style="list-style-type: none"> • Teachers and support staff will utilize test preparation materials to prepare students for standardized testing. • Teachers and support staff will give students opportunities at timed activities, including speed drills and Math Facts in a Flash. • Teachers and support staff will administer the county developed Math chapter tests and Benchmark assessments in order to identify students' strengths and weaknesses. • Teachers and support staff will provide students with the opportunity to respond to a constructed response on a weekly basis either collaboratively or independently (CR). Evidence of student work will be shared during PLCs. 	4
<p>A8 Utilize student learning data to accelerate student achievement in math.</p> <ul style="list-style-type: none"> • PLCs and support personnel will review and discuss student work, assessments and classroom performance in order to make instructional and grouping decisions. • PLCs will review and discuss student data (common assessments, Math Facts in a Flash, chapter tests and benchmark assessments). • PLCs will plan instructional activities/lessons in order to support each grade level SMART Goal. • PLCs will make decisions about professional development for the following month based on identified areas of need. • PLCs will identify areas for enrichment and remediation based on common, summative and formative assessments during PLC meetings. • Math PD coach will provide professional development on the use of the math alignment as necessary for all math teachers. • Students will practice basic math facts daily as described in Pinehurst's Math Fact Expectation Document. • Weekly math fact assessments to assess growth with basic fact mastery. • Students will participate in a monthly math incentive program. • Students participating in the math incentive program will receive monthly recognition. • Teachers and PD Coach will collaborate to develop classroom activities to support SMART Goals for each benchmark. 	4
<p>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</p> <ul style="list-style-type: none"> • Students in grades 1-5 will reinforce basic math facts through the use of First in Math and/or Math Facts in a Flash on a weekly basis. • Teachers will utilize Discovery Education in the classroom to enhance instruction. • Teachers will utilize LCD/Document Camera stations for reading and math instruction. • Students will have the opportunity to participate in Accelerated Reader to demonstrate their understanding of text. 	16

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A10 Utilize the grade level standards of the science Voluntary State Curriculum to plan instruction that will meet the needs of students and improve learning in science. (Intermediate grades only)</p> <ul style="list-style-type: none"> • Students in grades 4 & 5 and self-contained classrooms will be provided with the opportunity to participate in a week-long, hands-on activity program, Maryland Agriculture Education Foundation Aquatics Trailer. • Students in grades Pre-K -5 and Adaptive Classrooms will be provided with hands-on science enrichment activities. 	2
<p>A11 Improve teachers' expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> • Technology Resource Teacher along with other trained staff members will provide on-going training in the following: <ul style="list-style-type: none"> ○ X2/X2 Gradebook ○ Discovery Education ○ Accelerated Reader ○ Math Facts in a Flash ○ SRI ○ Mini Laptops ○ Technology Literacy ○ Technology Integration ○ Technology Innovation ○ Turning Point (3 sets) ○ PALMS ○ Other software on Novell Applications 	2
<p>A12 Create plans for assisting pre-school children in the transition from early childhood programs to Pinehurst Elementary School.</p> <ul style="list-style-type: none"> • Administrators will schedule articulation meetings with pre-school teachers. • Administrators will contact early childhood centers. • Administration will contact perspective families that have children that are age appropriate for pre-k and kindergarten and provide them with enrollment materials. • An informal kindergarten screening will be given to all newly enrolled students to identify learning needs. • Headstart and other daycare centers will visit the kindergarten classes. 	2

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A13 Provide information and activities to assist families with first entry into school, transitions from grade to grade, and for the change to middle school.</p> <ul style="list-style-type: none"> • All families will be invited to Open House activities prior to the opening of school in August. • All families will be invited to Back to School activities. • New enrollees (after September 15th) to Pinehurst will be given a welcome packet. • Students new to the building will be paired with a buddy to ease the transition. • Middle School guidance counselors will meet with 5th grades students to assist in the transition to middle school. • Arrange meetings between 5th grade teachers and middle school teachers to discuss students' strengths and weaknesses. • Pinehurst administrators and 5th grade teachers will work with middle school guidance counselors to schedule orientation meetings and visitations to facilitate the transition of fifth graders to middle school. 	2

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<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
B1 Review and analyze student attendance data. <ul style="list-style-type: none"> • Principal, Vice Principal, and ILT will identify and discuss areas of need using student attendance data as provided by administration. 	9
B2 Utilize a Home School Liaison (HSL) position to address student attendance and to increase parent involvement. <ul style="list-style-type: none"> • HSL will communicate attendance concerns to families of students with excessive and repeated absences. • HSL will make home visits to conduct conferences on school attendance and to obtain signatures on school documents. • HSL will transport parents to school for meetings concerning attendance, discipline, IEP meetings, and/or nursing concerns. • HSL will serve as an alternative instructor in the PAWS room. • HSL will maintain a log on parent(s)/guardian(s) contacts and home visits. • HSL will generate and send letters to parents of students with 5, 10, 15 or greater days of unexcused absences. • HSL will work with administration to make referrals to Pupil Personnel Services when a student reaches 10 days of unexcused absence. • HSL will work with administration and PPW to file court action towards parents of students with excessive unexcused absences. • HSL will attend court hearings with administration. • HSL will assist in maintaining the Community Room. • HSL will assist with the Panther Buck store's daily operations and inventory. 	9
B3 Recognize students with good attendance <ul style="list-style-type: none"> • Administration will post and announce classroom perfect attendance daily on WPGN. • Administration will recognize students with excellent attendance with certificates and award Panther Bucks at an assembly at the end of each marking term. • Administration will recognize and distribute certificates to students at a recognition assembly for excellent attendance at the end of the year. 	10
B4 Review attendance data and suggest “best practices” to improve attendance <ul style="list-style-type: none"> • Assistant Principal will formulate a list of potential dropouts based on attendance and behavioral data for the behavioral interventionist. (20 or more absences from previous year or 5 days or greater suspension days from previous year.) 	7 & 8

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<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>C1 Review and analyze student behavior data.</p> <ul style="list-style-type: none"> • Assistant Principal will identify and communicate areas of need using student behavior data. • Administration and PBIS Team will identify areas of need using student behavior data as provided by Assistant Principal. • PAWS room facilitator, Guidance Counselor, and Behavioral Interventionist will collaborate using PBIS data and other data sources to target students with repeat offenses. • Parent Involvement Liaison will provide teachers and parents with a workshop on effective parent conferences. 	7
<p>C2 Maintain and implement the school's Crisis Management Plan.</p> <ul style="list-style-type: none"> • Administration and School Staff will review and revise the Crisis Management Plan to ensure compliance with MSDE and local requirements. • Administration will conduct safety drills as mandated. • School staff will participate in a tabletop Crisis Drill every other year. (The next tabletop Crisis Drill will be held during school year 2009-2010.) 	7
<p>C3 Engage stakeholders in the recognition, promotion, and enhancement of students' strengths using the Developmental Assets.</p> <ul style="list-style-type: none"> • Administration, GLT and ILT will assist in the development and implementation of PBIS to improve student behavior and enhance student learning. • Teachers will conduct one monthly Class Council Meeting to address the Developmental Assets. • Responsible Panther traits will be announced daily on WPGN to support Developmental Assets. • Teachers will participate in a monthly Student Services Team meeting to discuss academic progress in all subject areas. 	9

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<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>C4 Implement a school-wide positive behavior recognition/character education program.</p> <ul style="list-style-type: none"> • Teachers and staff will award Panther Bucks to students for following classroom rules and routines, following hallway and cafeteria procedures, and exhibiting other expected behaviors. • Every staff member will be trained in the PBIS program to promote a safe and orderly learning environment. • Administration and PBIS Team will monitor monthly behavior data. • Administration and PBIS Team will meet three times a year to discuss implementation. • PBIS Team will lead a full day summer training session for the purpose of setting goals and establishing new, research-based strategies to further strengthen the school’s PBIS initiatives. • Professional day activities will be planned to provide teachers with tools and strategies in using PBIS. • Administration will announce the positive behavior choice of the month during WPGN. • Teachers will recognize students monthly who portray the positive behavior choice of the month. • Pictures of students who portray the positive behavior choice of the month will be displayed in cafeteria hallway. • Administration will announce names of students who portray the positive behavior choice of the month during WPGN. • Students who portray the positive behavior choice of the month will be given Panther Bucks by the administration for making good choices. • Administration will continue implementation of PAWS Room (Practicing Acceptable Work Skills) to address inappropriate choices and serve as an alternative to out-of-school suspensions. (Class work will be gathered and instruction will continue in the PAWS Room.) • Guidance Counselor will provide classroom guidance and interventions for students in the PAWS program on topics recommended by the PAWS instructor. • Administration will continue implementation of PAWS Room (Practicing Acceptable Work Skills) to address inappropriate choices and serve as an alternative to out-of-school suspensions. (Class work will be gathered and instruction will continue in the PAWS Room.) 	7
<p>C7 Continue to provide the Shining STARS and Shooting STARS after school programs for students with the greatest behavioral needs to focus on positive behavior and to motivate students to exhibit STARS (Success Takes Attitude Respect and Self-Control) characteristics.</p> <ul style="list-style-type: none"> • Program Facilitator will use behavior data to select students with the greatest behavioral needs to participate in the STARS program. • Program Facilitator will provide students attending the program opportunities to participate in presentations from members in the community, character building activities and positive behavior building activities. 	3
<p>C8 Maintain crisis kits and student data lists</p> <ul style="list-style-type: none"> • Administration will update crisis kits (Containing: updated student lists, evacuation plans, walkie-talkies, flashlights, first aid kit and a blanket) as needed annually. • Attendance Clerk and Grade Level Chairperson will update grade level class list monthly in crisis kits. 	7

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Priority D: Engage parents in taking an active role in their child's daily educational program	
Action Step	Aligns with Master Plan Strategy #
<p>D1 Enhance parent communication and family involvement in the educational process.</p> <ul style="list-style-type: none"> • Administration and PBIS Team will organize and conduct a Parent Night in September. • Positive postcards will be sent home two times a year. • New enrollees (after September 15th) to Pinehurst will be given a welcome packet. • Implement Tuesday folder to provide information to families and keep communication between home and school. • Pinehurst School will provide an open house for all students in grades Pre K-5 prior to the opening of school. • Administration will display important dates and events on the marquis in front of the school. • Administration and teaching staff will utilize the Parent Link phone system to enhance parent/school communication. • To enhance communication skills with Hispanic families related to registration and basic communication, the office staff will participate in a work place Spanish course offered during the work day. • Administration and teaching staff will utilize the Panther Press to inform parents about school activities and upcoming events. 	6
<p>D2 Pinehurst teachers and administration will conduct various programs to improve parent involvement.</p> <ul style="list-style-type: none"> • Administration will send letters home to all families at the beginning of the year explaining the school-wide Title I Program, Parent Involvement Policy, and Pinehurst Partner's in Learning Compact. • Math & Reading Support Staff and Administration will hold 2 Parent Advisory Committee meetings annually. (PAC) • Math & Reading Support Staff will conduct Reading and Math fun nights. (2) • Math & Reading Support Staff will conduct a Reading and Math strategy workshop for parents annually. • Math & Reading Support Staff will provide Leadership Training at Salisbury University for targeted students. • The ELL teacher contacts interpreters to translate for conferences and written materials. 	6
<p>D3 Utilize a family resource center to promote home school connections and communication for our students' families.</p> <ul style="list-style-type: none"> • Parent Involvement Liaison will develop parent education programs based on feedback from parent surveys. • Parent Involvement Liaison will provide parents with training, information, materials and access to technology resources to improve their students' success at school. • Parent Involvement Liaison will provide students' families with resource books on a variety of topics supporting student success. • Parent Involvement Liaison will establish and maintain a Family Center with brochures from the Parent Institute. • School families will be provided with information about the Family Center in the first Parent Newsletter of the year. • Parent Involvement Liaison will coordinate TV Turnoff Week to promote positive choices and parent involvement in the school and community. • Parent Involvement Liaison will provide daily motivational incentives to students during TV Turnoff Week. • Parent Involvement Liaison will organize and provide transportation for a culminating activity at the conclusion of TV Turnoff Week. • Parent Involvement Liaison will organize the Tellin' Stories Project and Rovin' Readers. 	8

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PROFESSIONAL DEVELOPMENT PLAN:

School:	<u>Pinehurst Elementary Schools</u>	
Title of program(s):	<u>Closing the Achievement Gap with Diverse Learners</u>	
Beginning Date:	<u>August 2009</u>	Ending Date: <u>August 2010</u>
Contact person:	<u>Curt Twilley and Ruby Brown</u> Name	<u>Principal and Assistant Principal</u> Position/Title

A. Establishing the Need for the Proposed Professional Development

1. Referencing your current reality, identify the student learning needs that the professional development will address.

- Rationale for the Plan: After reviewing the current reality, we have noted that our African American students are outperformed by White students and our FARM students are outperformed by our Non-FARM students. In addition, our Regular Education students achieve higher than our Special Education students. It is the goal of this plan to close those achievement gaps in both math and reading.
 - Grade level teams have examined benchmark data and set targets for specific objectives from the VSC to determine Smart Goals for the year in both math and reading. Each team has specified percentages of growth for each subgroup. Professional Development time will be needed to develop classroom activities that support each benchmark's SMART Goal for each grade level.
 - Pinehurst will be utilizing classroom libraries instead of Houghton Mifflin Practice Books. Teachers will need methods to engage students in reading while they are actively teaching small groups. Students will increase their overall reading comprehension by maximizing their independent reading.
 - In an effort to enhance classroom libraries and reinforce the areas of need related to main idea, organizational aids, and text features, teachers will use classroom periodicals to increase students' understanding of informational text.

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- We recognize that behavior can impact student achievement. The current reality shows that PBIS is most effective for Asian, Hispanic, and White students and least effective for African American students which may be a contributing factor to the achievement gap.
- Teachers will integrate technology into their instruction to increase the engagement of diverse learners. It is the belief of the faculty that technology integration will aid in increasing student achievement and decreasing office referrals.

2. Briefly describe the programs and/or practices that will be implemented to address the student learning needs that you have identified (e.g., using root cause analysis to examine student data; using content-based instruction to address student skills with reading for information).

- Teachers will meet with PD coaches for two-hour sessions to develop activities to be used in the classroom to support math and reading SMART Goals at each grade level. (September, November, and February)
- Teachers will engage in three half-day professional development sessions with the Literacy PD Coach to learn the management system of the Daily 5 as outlined in the professional development resource book, *The Daily 5: Fostering Literacy Independence in the Elementary Grades*, by Gail Boushey and Joan Moser. Additionally, teachers will have the opportunity to discuss successes and concerns during PLC meetings and/or faculty meetings.
- During PLC meetings, teachers will review upcoming copies of periodicals to develop formative classroom assessments to facilitate a deeper understanding of main idea and details, text organization, and text features.
- The PBIS program will be modified to address the needs of our African American subgroup. The PBIS team will analyze student behavior charts to collect data to help implement changes.
- After school staff development sessions and/or faculty meetings will be dedicated to increasing staff understanding of technology to assist with instructional and administrative tasks. Some sessions may include X2/X2 Gradebook, Discovery Education, Technology Literacy, etc.

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3. What specific teacher knowledge and skills will be addressed by the activities that you are planning?

- Teachers will utilize data collected from activities based on SMART Goals to address further remediation/enrichment to address student achievement.
- Teachers will learn methods for having students self-select “good-fit” books and ways in which students can read to self and write in response to reading. In addition, teachers will learn the value of time students spend actually reading as opposed to the time spent completing paper and pencil tasks in increasing student achievement in reading. Strategies used during the independent reading time for students based on the Daily 5 will be addressed during PLC meetings. The structure helps students to develop the daily habits of reading, writing, and working with peers that will lead to a lifetime of independent literacy.
- Teachers will have additional practice with developing classroom activities and formative assessments that mirror the rigor of MSA and county benchmarks. Specifically, students will have multiple opportunities to answer constructed response and selected response in the classroom setting before being assessed on the county benchmark.
- Teachers will learn a variety of behavior intervention strategies to diffuse disruptions in the classroom.
- Teachers will learn the skills to use county software and school based applications to enhance instruction and complete administrative tasks.

4. What action step(s) in the school improvement plan does the professional development address?

- The professional development related to SMART Goal Activities is addressed in A2, A5, and A8.
- The professional development related to the Daily 5 is addressed in A3 and A5.
- The professional development related to nonfiction periodicals is addressed in A3.
- The professional development related to PBIS is addressed in C1, C3, C4, and D1.
- The professional development related to technology is addressed in A3, A5, A7, A8, A9, and A11.

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B. Activity/Program Content and Delivery

Program Description(s) (Briefly describe the content of each aspect of the program.)	Professional Development Content Standards¹	Delivery System(s)²	Participants	Person(s) Responsible for Planning	Is Follow-up Planned? (Yes or No) If yes, describe the follow up activities that are planned.³
In-Service and PLC - SMART Goal Activity Development (math and reading)	1a, 1b, 1c, 2b, 4a	Small Group Presentation	Certified teachers	Math and Literacy Coaches	Yes Classroom demonstrations and co-teaching with teacher/PD coach Data analysis at PLC Meetings
In-Service - Daily 5	1a, 1b, 1c, 2a	Small Group Presentation	Reading and Language Teachers	Literacy Coach	Yes Classroom demonstrations and co-teaching with teacher/PD coach
PLC Development of Formative Assessments - Non-Fiction Periodicals	2b, 3b, 4a	PLC Teams	Certified Teachers	Content Teachers and Literacy Coach	Yes Classroom demonstrations and co-teaching with teacher/PD coach
Staff Development – PBIS	2a, 2c, 4a, 5a, 5b, 5c, 6a	Large Group Presentation	All Staff	PBIS Team	Yes, on-going through faculty meeting and PLC meeting.
On-going Technology Training	1c, 2a, 4c	Demonstration/Group Presentation	Certified Teachers	Math and Literacy Coaches and TRT	Yes Classroom demonstrations and co-teaching with teachers. Additional presentations during faculty meetings

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Notes

¹ **Indicate which of the content standards for professional development will be addressed. (Additional information about each standard is included in the Appendix)**

- Content knowledge and quality teaching
- Diverse learning needs
- Research-based
- Collaboration
- Student learning environments
- Family involvement

² **Indicate the type of delivery system(s) that will be used.**

- Large group presentation
- Discussion/study groups
- Demonstrations
- Observation of participants
- Feedback to participants on mastery of new knowledge and skills
- Action Research
- Review of student work and planning instructional improvement
- Preparation of new instructional materials
- Other (describe)

³ **Types of follow up activities might include:**

- Additional presentations and introduction of new content
- Discussion/study groups
- Classroom demonstrations
- Observation of participants
- Action research
- Review of student work
- Preparation of new instructional materials
- Formal feedback on efforts to implement and use new knowledge and skills

5. Briefly describe how principals and other school leaders will be involved in the activity or program.

- The building principal and other school leaders will be involved in the activities described above by participating in the in-service activities.
- To insure implementation, the principal will monitor, observe, and dialogue with the staff.

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C. Evaluation Plan

Program Description(s) (Copy the program description from the chart in Part B.)	Did the program actually occur?	Who participated?	What follow up occurred and who participated in it?	Program Evaluation How was the program evaluated? Was the activity successful? Why?

Note: The evaluation report will be submitted to the Director of Curriculum and Professional Development within four weeks of the ending date or May 30 whichever occurs first.