

Pinecrest Continuous Improvement Plan

2010-2011

www.pinecrest.al.sce.schoolinsites.com



Gary Rivers, Principal

Members from our school-wide committee reviewed the strategies that we implemented in 2009/2010 and determined the degree to which these strategies had been met. Upon analyzing the data completed by teachers for remediation as well as ARMT scores, Stanford 10, DIBELS, and local assessments, representatives from the committee determined the strengths and weaknesses. The Principal presented AYP data to the faculty. The school-wide committee representatives met to disaggregate the assessment data from our standardized test scores, surveys, and local data. After the school-wide committee reviewed the plan, this condensed version was presented to the faculty and staff and made available to all stakeholders and posted on the school website. The final plan was sent to the Board of Education for their approval and signatures. A complete version will be available in the public library and at Pinecrest School.

Assessment Data

ARMT Strengths:

- Gr. 3: 90% met or exceeded Reading standards
- Gr. 4: 85% met or exceeded Reading standards
80% met or exceeded Math standards
- Gr. 5: 86% met or exceeded Reading standards
78% met or exceeded Math standards

Stanford 10 Strengths:

- Gr. 3: In total Reading, there was a 5% increase in scores from 2009 - 2010.
- Gr. 4: In total Math, there was a 1% increase in scores from 2009 - 2010.
- Gr. 5: In total Reading, there was a 6% increase in scores from 2009 - 2010.
In total Math, there was a 3% increase in scores from 2009 - 2010.

DIBELS Strengths:

73% of 3rd grade students are at low risk in oral reading fluency (Benchmark)

ARMT Weaknesses:

- Gr. 3: 67% of students met or exceeded Math standards, but the 2010 AMO was 79%. This is a 9% decrease from 2008 - 2010.
- Gr. 4: There was an 5% decrease in those who met or exceeded math standards from 2008 - 2010.
- Gr. 5: There was a 6% decrease in those who met or exceeded math standards from 2008 - 2010.

Stanford 10 Weaknesses:

- Gr. 3: In total Math, there was a only a 1% increase in scores from 2009 - 2010. The score is 2% less than 2007 - 2008.
- Gr. 4: In total Reading the score is 5% less than 2008 - 2009.
- Gr. 5: In total Math the score is 3% less than 2007 - 2008.

DIBELS Weaknesses:

20% of 3rd grade students are experiencing some difficulty with oral reading fluency (Strategic)
7% of third graders are at high risk with oral reading fluency (Intensive)

Goals

1. To increase the percentage of students in each grade level in meeting or exceeding proficiency on the reading section of the ARMT.
2. To increase the percentage of students in each grade level in meeting or exceeding proficiency on the math section of the ARMT.

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GOAL # 1 (READING)

STRATEGY 1:

All teachers will deliver standards based instruction daily, incorporating instructional strategies that connect both to the purpose and the content.

ACTION STEPS:

- All teachers will revisit their Courses of Study during a faculty meeting in August. Core teachers will analyze the data in August to determine overall weaknesses in regards to state and local assessments. (SAT/ARMT/ DIBELS)
- Core teachers will participate in collaborative planning during their planning periods one time per month beginning in September.
- All teachers will participate in at least one CIP walkthrough during the year in order to observe other teachers using “best practice” instruction. Three teachers will be identified as a result of the walkthroughs and will begin serving as model classrooms in January.

STRATEGY 2:

Target literary/recreational, functional and textual/informational reading passages in all classes.

ACTION STEPS:

- Students will be taught direct, explicit comprehension strategies from the Harcourt Storytown Reading Series.
- Core teachers and resource teachers will use data analysis results to drive instruction from local assessments.

GOAL # 2 (MATH)

STRATEGY:

All teachers will deliver standards based instruction daily, incorporating instructional strategies that connect both to the purpose and the content.

ACTION STEPS:

- All teachers will revisit their Courses of Study during a faculty meeting in August. Core teachers will analyze the data in August to determine overall weaknesses in regards to state and local assessments. (SAT/ARMT)
- Core teachers will participate in collaborative planning during their planning periods one time per month beginning in September.
- Students will receive daily “best practice” instruction, including, but not limited to differentiated instruction and flexible grouping.
- All teachers will participate in at least one CIP walkthrough during the year in order to observe other teachers using “best practice” instruction. Three teachers will be identified as a result of the walkthroughs and will begin serving as model classrooms in January.

MEASURING PROGRESS

- 100% teacher participation in faculty meeting by September.
- 100% of core teachers will examine the data and make necessary adjustments in their instruction in flex grouping and small group by September.
- 100% of core teachers should demonstrate the use of “best practice” instruction discussed in the monthly meeting before the next monthly meeting.
- 100% of teachers participating in CIP walkthrough by the end of March. Three effective teachers identified by December.
- 100% of students will receive direct, explicit comprehension strategies daily.
- 100% of students will be assessed weekly using the Harcourt Weekly Assessments.
- 100% of students will be given progress monitoring and benchmark assessments throughout the year using DIBELS and Discovery Education.
- 100% teacher participation in faculty meeting in September.
- 100% of core teachers will examine the data and make necessary adjustments in their instruction in flex grouping and small group by September.
- 100% of core teachers should demonstrate the use of “best practice” instruction discussed in the monthly meeting before the next monthly meeting.
- Utilize expertise of Pinecrest math specialists demonstrating positive student outcomes on local and state assessments.
- 100% of teachers participating in CIP walkthrough by the end of March. Three effective teachers identified by December.

OTHER INFORMATION

- Transition activities are coordinated with NLMS and IVES
- Data is used to drive instruction
- Remediation and Tutoring Services are available to students when funds are available
- School partners with community-based programs (Ex: SAFE) to provide opportunities for students
- Parent Visitation Days are available for parents and family members
- School/Parent Compacts and Surveys are sent home and the data is utilized
- A Parenting Center is located in the school to provide information to parents on various topics
- The parent coordinator works closely with the school
- Provisions are made for our multi-lingual students and parents
- Professional development opportunities are available to the faculty
- State, local, and federal funds are used appropriately to provide services and resources for the students
- Title I Intervention Services
- Full-time Reading Coach