

# Annual Report

## 2007-2008

### *School Improvement and Innovation Plan*

## *Principal's Perspective*

At Pinewood Elementary, children are challenged to do their best within a safe, caring and respectful atmosphere. Teachers meet regularly to discuss student progress and ways to improve reading and math performance. During 2008-2009, teachers will continue to focus on the development of essential literacy skills. In math, a range of approaches will be employed to extend or reinforce student learning. A plan to introduce “Hands-on Algebra” strategies as a learning extension will continue for identified students in grades two through five. A math intervention program will also continue to support students in need of additional math support in grades one through five. A school-wide emphasis to improve computational fluency is also planned. In language arts, current focus areas to improve reading fluency, introduce and apply academic vocabulary, and promote independent reading outside of the school day will continue. “READ 180” and “System 44” will be offered as programs to support fourth- or fifth-grade students in need of additional reading intervention. Faculty will also receive training to utilize technology as a meaningful tool to improve student learning.

Individual student growth will be assessed frequently to gauge success in meeting proficiency standards. Pinewood is a school with high expectations for student learning and there is a continuous emphasis on improvement and lifelong learning. Everyone “Believes and Achieves” at Pinewood! Parents and community members are invited to share their time and talent to make the upcoming year an outstanding one for Pinewood students! Pinewood Elementary has been validated as a “Minnesota School of Excellence” by the Minnesota Elementary School Principals’ Association for 2008-2009!

**Goal #1:** Every student at Pinewood will demonstrate continuous reading growth, as their progress toward their reading goal is consistently monitored and assessed while receiving challenging and appropriate reading instruction. Proficiency goals have been established in grades two through five, as measured by student performance on NWEA spring reading assessments.

**Results:** Teachers used a range of approaches and strategies to facilitate individual reading growth. Schedules for grade level, support staff, and high performing instruction were coordinated to customize reading instruction while also reducing group size for students. Grade levels worked collaboratively to review ongoing student progress and adjust instruction, as needed, to improve student learning. School-wide emphasis areas this year included implementation of a new reading intervention (READ 180), teacher training to meet the needs of high-performing students, and study of new approaches to build reading fluency. There was a 28 percent increase in students who achieved recognition in reaching the “Pinewood Reading Hall of Fame,” a program to promote independent reading achievement at home, and 76 percent of students in grades two through five met or exceeded proficiency goals in reading, as measured by the NWEA spring reading assessment.

**Goal #2:** Every student at Pinewood will demonstrate continuous math growth, as their progress toward their math goal is consistently monitored and assessed while receiving challenging and appropriate math instruction. Proficiency and growth goals in kindergarten through fifth-grade have been established to measure annual student improvement.

**Results:** Schedules for grade level, support staff, and high performing instruction were coordinated to meet a continuum of skill needs while also reducing group size for students. Varied teaching approaches were used to provide appropriate extensions or support for student learning, including implementation of a new math intervention program. A plan to introduce “Hands-on Algebra” strategies as a learning extension expanded to identified students in grades two through five. Grade levels met regularly to review student progress and adjust instruction, as needed, to improve math achievement. New academic vocabulary terms were also implemented in kindergarten through fifth-grade. Students in kindergarten through fifth-grade met or exceeded 67 percent of annual grade level goals in math proficiency or growth during the 2007-08 school year.