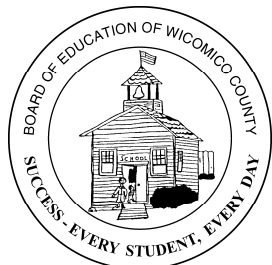


BOARD OF EDUCATION OF WICOMICO COUNTY



John E. Fredericksen, Ph.D.
Superintendent of Schools

101 Long Avenue
P.O. Box 1538
Salisbury, MD 21802-1538

410-677-4400
FAX 410-677-4444
www.wcboe.org

Mark S. Thompson
President
L. Michelle Wright
Vice President
Tyrone A. Chase, Ph.D.
Susan A. Hitch
Robin H. Holloway
Ronald O. Willey

PEMBERTON 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.

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

MISSION STATEMENT:

The staff and community of Pemberton Elementary School are dedicated to creating a positive, safe environment where student learning is the priority. We acknowledge that all students can learn when provided a variety of instructional strategies. Each student will be challenged to reach his or her full potential. These approaches address each student's unique social, emotional, physical and intellectual needs.

BELIEF STATEMENT:

- Student learning is the chief priority for the school.
- Students need not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning through differentiated instruction.
- Students learn best when they are actively engaged in the learning process.
- Curriculum and differentiated instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Each student should be challenged to reach his or her full potential.

**PEMBERTON 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	85.5	60.1	YES	90.2	65.2	YES	91.2	70.4	76.5	YES	81.2
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	76.5	NA	81.2
Asian	96.6	43.1	YES	97.1	50.6	YES	96.6	55.2	76.5	YES	81.2
African American	65.8	54.9	YES	79.4	59.6	YES	80.0	65.6	76.5	YES	81.2
White	94.7	57.7	YES	94.0	63.1	YES	95.9	68.3	76.5	YES	81.2
Hispanic	100.0	24.0	YES	100.0	36.1	YES	100.0	46.9	76.5	YES	81.2
FARM	66.1	55.2	YES	78.9	60.2	YES	78.9	66.2	76.5	YES	81.2
Special Education	78.6	42.7	YES	78.9	51.8	YES	70.6	56.8	76.5	YES	81.2
ELL	66.7	14.3	YES	85.7	25.0	YES	100.0	NA	76.5	NA	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	91.7	56.7	YES	91.4	62.2	YES	86.9	67.9	74.2	YES	79.4
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	74.2	NA	79.4
Asian	96.6	39.4	YES	97.1	47.2	YES	96.6	52.2	74.2	YES	79.4
African American	79.3	51.4	YES	81.4	56.5	YES	72.7	62.9	74.2	YES	79.4
White	97.9	54.3	YES	95.0	60.1	YES	92.9	65.8	74.2	YES	79.4
Hispanic	100.0	19.8	YES	100.0	32.3	YES	93.3	43.6	74.2	YES	79.4
FARM	81.4	51.7	YES	81.6	57.1	YES	71.5	63.5	74.2	YES	79.4
Special Education	82.1	38.9	YES	76.3	48.4	YES	61.8	53.9	74.2	YES	79.4
ELL	83.3	9.9	YES	100.0	21.0	YES	100.0	NA	74.2	NA	79.4

**PEMBERTON 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	95.0 - Met	95.1 - Met	95.6 - Met	95.7 - Met	95.9 - 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	NO							
2003-2004	YES							
2004-2005	YES							
2005-2006	YES							
2006-2007	YES							
2007-2008	YES							
2008-2009	YES							

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

ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/ advanced in reading to 93% as measured by MSA.
- For 2010, we will increase the percentage of students at proficient/ advanced in math to 93% as measured by MSA.
- For 2010, we will increase (maintain) the percentage of student attendance to (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	92%	95%				
African American	83%	95%				
Asian	100%	100%				
Hispanic	-	-				
White	97%	100%				
FARM	87%	95%				
ELL	-	-				
Special Education	88%	95%				

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

During the 2009-10 school year, we will increase grade 1 students' proficiency in 3.A.3.c – sequencing events 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	88%	92%				
African American	79%	92%				
Asian	100%	100%				
Hispanic	-	-				
White	91%	92%				
FARM	89%	92%				
ELL	---	---				
Special Education	88%	92%				

During the 2009-10 school year, we will increase grade 1 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	82%	87%				
African American	63%	75%				
Asian	100%	100%				
Hispanic	-	-				
White	95%	100%				
FARM	69%	80%				
ELL	-	-				
Special Education	29%	40%				

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

During the 2009-10 school year, we will increase grade 1 students' proficiency in **2.A.3.e. – similarities and differences** 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	76%	81%				
African American	52%	65%				
Asian	60%	70%				
Hispanic	-	-				
White	95%	100%				
FARM	58%	70%				
ELL	---	---				
Special Education	29%	45%				

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	48%	50%				
African American	32%	50%				
Asian	82%	85%				
Hispanic	-	-				
White	48%	50%				
FARM	29%	50%				
ELL	-	-				
Special Education	33%	50%				

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

During the 2009-10 school year, we will increase grade 2 students' proficiency in (3.A.2.b.) text features contributing to meaning 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	48%	60%				
Asian	64%	70%				
Hispanic	-	-				
White	48%	60%				
FARM	51%	60%				
ELL	---	---				
Special Education	42%	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	59%	65%				
African American	44%	65%				
Asian	83%	85%				
Hispanic	-	-				
White	64%	65%				
FARM	44%	65%				
ELL	-	-				
Special Education	45%	50%				

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

During the 2009-10 school year, we will increase grade 2 students' proficiency in (2.A.2.d.) organizational aids 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	38%	48%				
African American	31%	48%				
Asian	58%	68%				
Hispanic	-	-				
White	39%	48%				
FARM	32%	48%				
ELL	---	---				
Special Education	18%	25%				

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	82.8%	90%	72.7		78.2		83.6	
African American	63.4%	75%	72.7		78.2		83.6	
Asian	100%	100%	72.7		78.2		83.6	
Hispanic	80%	100%	72.7		78.2		83.6	
White	91.3%	95.7%	72.7		78.2		83.6	
FARM	55.3%	81.0%	72.7		78.2		83.6	
ELL	0%	100%	72.7		78.2		83.6	
Special Education	71.4%	70%	72.7		78.2		83.6	

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

During the 2009-10 school year, we will increase grade 3 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	45%	50%				
African American	39%	47%				
Asian	-	-				
Hispanic	-	-				
White	50%	55%				
FARM	32%	42%				
ELL	-	-				
Special Education	17%	27%				

During the 2009-10 school year, we will increase grade 3 students' proficiency in (2.A.4.g.) drawing conclusions 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	46%	51%				
African American	36%	45%				
Asian	-	-				
Hispanic	-	-				
White	64%	69%				
FARM	35%	44%				
ELL	---	---				
Special Education	17%	30%				

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

During the 2009-10 school year, we will increase grade 3 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	71%	76%				
African American	68%	75%				
Asian	-	-				
Hispanic	-	-				
White	77%	82%				
FARM	66%	75%				
ELL	-	-				
Special Education	67%	75%				

During the 2009-10 school year, we will increase grade 3 students' proficiency in (3.A.3.d.) analyze characters 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	64%	69%				
African American	59%	67%				
Asian	-	-				
Hispanic	-	-				
White	77%	82%				
FARM	54%	65%				
ELL	---	---				
Special Education	33%	40%				

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

Grade 3 Magnet:

During the 2009-10 school year, we will increase grade 3M 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	89%	100%				
African American	80%	100%				
Asian	80%	100%				
Hispanic	-	-				
White	91%	100%				
FARM	80%	100%				
ELL	-	-				
Special Education	-	-				

During the 2009-10 school year, we will increase grade 3M students' proficiency in <u>(2.A.4.g.) drawing conclusions</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	58%	80%				
African American	80%	90%				
Asian	20%	80%				
Hispanic	-	-				
White	60%	80%				
FARM	40%	80%				
ELL	---	---				
Special Education	-	-				

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

During the 2009-10 school year, we will increase grade 3M 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	95%	100%				
African American	100%	100%				
Asian	71%	100%				
Hispanic	-	-				
White	96%	100%				
FARM	100%	100%				
ELL	-	-				
Special Education	-	-				

During the 2009-10 school year, we will increase grade 3M students' proficiency in (1.D.3.b.) using word structure 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	58%	90%				
African American	60%	90%				
Asian	80%	90%				
Hispanic	-	-				
White	93%	100%				
FARM	80%	90%				
ELL	---	---				
Special Education	-	-				

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

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	88.1%	88.2%	80.8		84.6		88.5	
African American	77.1%	75.6%	80.8		84.6		88.5	
Asian	91.7%	100%	80.8		84.6		88.5	
Hispanic	75%	100%	80.8		84.6		88.5	
White	94.8%	92.6%	80.8		84.6		88.5	
FARM	78.4%	70.2%	80.8		84.6		88.5	
ELL	33.3%	n/a	80.8		84.6		88.5	
Special Education	75%	71.4%	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	31%	50%				
African American	30%	50%				
Asian	-	-				
Hispanic	-	-				
White	35%	50%				
FARM	37%	50%				
ELL	-	-				
Special Education	0%	25%				

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

During the 2009-10 school year, we will increase grade 4 students' proficiency in (2.A.4.c.) main idea/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	26%	50%				
African American	30%	50%				
Asian	-	-				
Hispanic	-	-				
White	18%	50%				
FARM	37%	50%				
ELL	---	---				
Special Education	20%	30%				

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	16%	50%				
African American	5%	50%				
Asian	-	-				
Hispanic	-	-				
White	29%	50%				
FARM	11%	50%				
ELL	-	-				
Special Education	0%	25%				

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

During the 2009-10 school year, we will increase grade 4 students' proficiency in **(2.A.6.b) additions or changes to text features or format** 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	30%	50%				
African American	24%	50%				
Asian	-	-				
Hispanic	-	-				
White	41%	51%				
FARM	26%	50%				
ELL	---	---				
Special Education	20%	30%				

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

Grade 4 Magnet:

During the 2009-10 school year, we will increase grade 4M 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	99% (At 37%, Exc. 62%)	Exceeding Expectation 65%				
African American	100% (At 33%, Exc. 67%)	Exceeding Expectation 70%				
Asian	100% (At 33%, Exc. 67%)	Exceeding Expectation 70%				
Hispanic	-	-				
White	98% (At 40%, Exc. 58%)	Exceeding Expectation 65%				
FARM	92% (At 42%, Exc. 50%)	Exceeding Expectation 65%				
ELL	-	-				
Special Education	-	-				

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

During the 2009-10 school year, we will increase grade 4M students' proficiency in (3.A.3.e.) relationships between and among characters 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	99% (At 37%, Exc. 62%)	Exceeding Expect. 65%				
African American	Below Exp 17%, At Exp 83%	Exceeding Expect. 17%				
Asian	Below Exp 17%, At Exp 83%	Exceeding Expect. 17%				
Hispanic	-	-				
White	Below Exp 4%, At Exp 96%	Exceeding Expect. 6%				
FARM	At Expectation 100%	Exceeding Expect. 17%				
ELL	-	-				
Special Education	-	-				

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

During the 2009-10 school year, we will increase grade 4M 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	100% (At 52%, Exc. 48%)	Exceeding Expect. 50%				
African American	97% (At 72%, Exc. 25%)	Exceeding Expect. 30%				
Asian	100% (At 50%, Exc. 50%)	Exceeding Expect. 55%				
Hispanic	-	-				
White	100% (At 47%, Exc. 53%)	Exceeding Expect. 58%				
FARM	100% (At 50%, Exc. 50%)	Exceeding Expect. 55%				
ELL	-	-				
Special Education	-	-				

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

During the 2009-10 school year, we will increase grade 4M students' proficiency in (2.A.6.b.) additions or changes to text features or format 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	Below Exp 27%, At Exp 73%	Exceeding Exp. 5%				
African American	Below Exp 27%, At Exp 73%	Exceeding Exp. 8%				
Asian	Below Exp 27%, At Exp 73%	Exceeding Exp. 17%				
Hispanic	-					
White	Below Exp 27%, At Exp 73%	Exceeding Exp. 24%				
FARM	Below Exp 27%, At Exp 73%	Exceeding Exp. 16%				
ELL	---	---				
Special Education	-	-				

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

Grade 5:

During the 2009-10 school year, we will increase grade 5 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	82.9%	91.1%	76.1		80.9		85.7	
African American	58.5%	85.3%	76.1		80.9		85.7	
Asian	100%	91.7%	76.1		80.9		85.7	
Hispanic	100%	100%	76.1		80.9		85.7	
White	95.5%	93.7%	76.1		80.9		85.7	
FARM	59.5%	85.3%	76.1		80.9		85.7	
ELL	n/a	50%	76.1		80.9		85.7	
Special Education	50%	71.4%	76.1		80.9		85.7	

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	32%	35%				
African American	17%	27%				
Asian	60%	63%				
Hispanic	-	-				
White	44%	47%				
FARM	21%	27%				
ELL	-	-				
Special Education	0%	20%				

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

During the 2009-10 school year, we will increase grade 5 students' proficiency in **(2.A.2.f) connections between text features and meaning** 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	45%	48%				
African American	43%	50%				
Asian	80%	83%				
Hispanic	-	-				
White	31%	34%				
FARM	46%	50%				
ELL	---	---				
Special Education	17%	20%				

During the 2009-10 school year, we will increase grade 5 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	24%	27%				
African American	7%	24%				
Asian	80%	83%				
Hispanic	-	-				
White	38%	41%				
FARM	15%	20%				
ELL	-	-				
Special Education	12%	20%				

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

During the 2009-10 school year, we will increase grade 5 students' proficiency in (1.E.4.d.) draw conclusions/make generalizations about the text 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	29%	33%				
African American	30%	33%				
Asian	40%	60%				
Hispanic	-	-				
White	31%	35%				
FARM	31%	34%				
ELL	---	---				
Special Education	50%	60%				

Grade 5 Magnet:

During the 2009-10 school year, we will increase grade 5M 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	96%	100%				
African American	100%	100%				
Asian	100%	100%				
Hispanic	-	-				
White	96%	100%				
FARM	100%	100%				
ELL	-	-				
Special Education	100%	100%				

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

During the 2009-10 school year, we will increase grade 5M students' proficiency in (2.A.3.a) main idea 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	92%	95%				
Asian	88%	93%				
Hispanic	-	-				
White	82%	85%				
FARM	82%	85%				
ELL	---	---				
Special Education	100%	100%				

During the 2009-10 school year, we will increase grade 5M 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	88%	91%				
African American	92%	95%				
Asian	88%	91%				
Hispanic	-	-				
White	81%	84%				
FARM	90%	93%				
ELL	-	-				
Special Education	80%	83%				

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

During the 2009-10 school year, we will increase grade 5M students' proficiency in **(1.E.4.d.) stated or implied main idea** 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	74%	77%				
African American	83%	86%				
Asian	75%	78%				
Hispanic	-	-				
White	72%	75%				
FARM	80%	83%				
ELL	---	---				
Special Education	100%	100%				

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

MATH GOALS:

Grade 1:

During the 2009-10 school year, we will increase grade 1 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	93%	95%				
African American	85%	95%				
Asian	100%	100%				
Hispanic	-	-				
White	97%	100%				
FARM	89%	95%				
ELL	-	-				
Special Education	88%	95%				

During the 2009-10 school year, we will increase grade 1 students' proficiency in (1.B.1.a.) represent numeric quantities using concrete and pictorial representations and symbols 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	85%	90%				
African American	78%	90%				
Asian	100%	100%				
Hispanic	-	-				
White	86%	90%				
FARM	81%	90%				
ELL	---	---				
Special Education	62%	75%				

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

During the 2009-10 school year, we will increase grade 1 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	75%	80%				
African American	48%	66%				
Asian	100%	100%				
Hispanic	-	-				
White	89%	94%				
FARM	59%	75%				
ELL	-	-				
Special Education	75%	80%				

During the 2009-10 school year, we will increase grade 1 students' proficiency in (6.C.1.c.) inverse operation to addition and subtraction 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	74%	80%				
African American	59%	75%				
Asian	100%	100%				
Hispanic	-	-				
White	78%	80%				
FARM	65%	80%				
ELL	---	---				
Special Education	75%	80%				

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

During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Benchmark 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	82%	87%				
African American	72%	80%				
Asian	100%	100%				
Hispanic	-	-				
White	89%	94%				
FARM	76%	85%				
ELL	-	-				
Special Education	62%	75%				

During the 2009-10 school year, we will increase grade 1 students' proficiency in (6.A.3.a) counting money as measured by Math Benchmark 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	71%	76%				
African American	55%	60%				
Asian	83%	88%				
Hispanic	-	-				
White	86%	91%				
FARM	58%	63%				
ELL	---	---				
Special Education	62%	67%				

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

Grade 2:

During the 2009-10 school year, we will increase grade 2 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	87%	90%				
African American	87%	90%				
Asian	91%	95%				
Hispanic	-	-				
White	86%	90%				
FARM	82%	90%				
ELL	-	-				
Special Education	85%	90%				

During the 2009-10 school year, we will increase grade 2 students' proficiency in (6.B.1.a.) even & odd numbers 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	87%	90%				
African American	80%	85%				
Asian	91%	95%				
Hispanic	-	-				
White	93%	95%				
FARM	80%	85%				
ELL	---	---				
Special Education	83%	85%				

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

During the 2009-10 school year, we will increase grade 2 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	76%	80%				
African American	68%	75%				
Asian	82%	85%				
Hispanic	-	-				
White	82%	85%				
FARM	69%	75%				
ELL	-	-				
Special Education	55%	60%				

During the 2009-10 school year, we will increase grade 2 students' proficiency in (6.A.1.b.) multiple representations of a number 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	61%	65%				
African American	45%	50%				
Asian	73%	75%				
Hispanic	-	-				
White	71%	75%				
FARM	45%	50%				
ELL	---	---				
Special Education	64%	68%				

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

During the 2009-10 school year, we will increase grade 2 students' proficiency in math as measured by Math Benchmark 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	100%	100%				
African American	100%	100%				
Asian	100%	100%				
Hispanic	-	-				
White	100%	100%				
FARM	100%	100%				
ELL	-	-				
Special Education	100%	100%				

During the 2009-10 school year, we will increase grade 2 students' proficiency in (3.A.1.b.) telling time as measured by Math Benchmark 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	82%	85%				
African American	73%	75%				
Asian	92%	95%				
Hispanic	-	-				
White	86%	90%				
FARM	77%	80%				
ELL	---	---				
Special Education	80%	85%				

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

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	90.6%	90.8%	76.1		80.9		85.7	
African American	75.6%	83.3%	76.1		80.9		85.7	
Asian	100%	100%	76.1		80.9		85.7	
Hispanic	80%	100%	76.1		80.9		85.7	
White	98.5%	92.8%	76.1		80.9		85.7	
FARM	70.8%	85.7%	76.1		80.9		85.7	
ELL	0%	100%	76.1		80.9		85.7	
Special Education	64.3%	70%	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	38%	45%				
African American	22%	30%				
Asian	-	-				
Hispanic	-	-				
White	62%	67%				
FARM	31%	40%				
ELL	-	-				
Special Education	33%	40%				

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

During the 2009-10 school year, we will increase grade 3 students' proficiency in (6.C.1.b.) subtracting 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	35%	40%				
African American	19%	27%				
Asian	-	-				
Hispanic	-	-				
White	62%	65%				
FARM	26%	34%				
ELL	---	---				
Special Education	33%	38%				

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	66%	71%				
African American	56%	65%				
Asian	-	-				
Hispanic	-	-				
White	64%	67%				
FARM	52%	65%				
ELL	-	-				
Special Education	67%	75%				

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

During the 2009-10 school year, we will increase grade 3 students' proficiency in (6.C.1.f.) multiplication/division 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	57%	63%				
African American	56%	62%				
Asian	-	-				
Hispanic	-	-				
White	64%	67%				
FARM	52%	60%				
ELL	---	---				
Special Education	67%	70%				

Grade 3 Magnet:

During the 2009-10 school year, we will increase grade 3M 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	98%	100%				
African American	90%	100%				
Asian	100%	100%				
Hispanic	-	-				
White	100%	100%				
FARM	100%	100%				
ELL	-	-				
Special Education	-	-				

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

During the 2009-10 school year, we will increase grade 3M students' proficiency in (7.B.1.d.) methods of proof 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	77%	85%				
African American	70%	80%				
Asian	100%	100%				
Hispanic	-	-				
White	74%	85%				
FARM	70%	80%				
ELL	---	---				
Special Education	-	-				

During the 2009-10 school year, we will increase grade 3M 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	100%	100%				
African American	100%	100%				
Asian	100%	100%				
Hispanic	-	-				
White	100%	100%				
FARM	100%	100%				
ELL	-	-				
Special Education	-	-				

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

During the 2009-10 school year, we will increase grade 3M students' proficiency in **(6.C.1.f.) represent basic facts with division and multiplication** 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	95%	100%				
African American	90%	100%				
Asian	100%	100%				
Hispanic	-	-				
White	95%	100%				
FARM	100%	100%				
ELL	---	---				
Special Education	-	-				

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	94.5%	92.9%	76.0		80.8		85.6	
African American	88.6%	80.5%	76.0		80.8		85.6	
Asian	91.7%	100%	76.0		80.8		85.6	
Hispanic	75%	100%	76.0		80.8		85.6	
White	100%	98.5%	76.0		80.8		85.6	
FARM	89.2%	80.9%	76.0		80.8		85.6	
ELL	50%	n/a	76.0		80.8		85.6	
Special Education	87.5%	78.6%	76.0		80.8		85.6	

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

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	12%	50%				
African American	10%	50%				
Asian	-	-				
Hispanic	-	-				
White	12%	50%				
FARM	15%	50%				
ELL	-	-				
Special Education	0%	25%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in (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	24%	50%				
African American	15%	50%				
Asian	-	-				
Hispanic	-	-				
White	29%	50%				
FARM	22%	50%				
ELL	---	---				
Special Education	0%	25%				

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

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	21%	50%				
African American	14%	50%				
Asian	-	-				
Hispanic	-	-				
White	24%	50%				
FARM	22%	50%				
ELL	-	-				
Special Education	0%	25%				

During the 2009-10 school year, we will increase grade 4 students' proficiency in (4.B.1.b.) interpret line graphs 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	28%	50%				
African American	38%	50%				
Asian	-	-				
Hispanic	-	-				
White	24%	50%				
FARM	30%	50%				
ELL	---	---				
Special Education	40%	50%				

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

Grade 4 Magnet:

During the 2009-10 school year, we will increase grade 4M students' proficiency in <u>math</u> 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	88%	90%				
African American	67%	70%				
Asian	100%	100%				
Hispanic	-	-				
White	100%	100%				
FARM	75%	80%				
ELL	-	-				
Special Education	-	-				

During the 2009-10 school year, we will increase grade 4M students' proficiency in (7.C.1.b.) math expression 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	88%	90%				
African American	58%	65%				
Asian	100%	100%				
Hispanic	-	-				
White	72%	80%				
FARM	67%	75%				
ELL	---	---				
Special Education	-	-				

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

During the 2009-10 school year, we will increase grade 4M 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	74%	80%				
African American	83%	90%				
Asian	100%	100%				
Hispanic	-	-				
White	67%	85%				
FARM	92%	100%				
ELL	-	-				
Special Education	-	-				

During the 2009-10 school year, we will increase grade 4M students' proficiency in (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	57%	70%				
African American	50%	60%				
Asian	100%	100%				
Hispanic	-	-				
White	53%	60%				
FARM	67%	75%				
ELL	---	---				
Special Education	-	-				

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

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	87.2%	86.6%	70.6		76.5		82.4	
African American	75.6%	75.8%	70.6		76.5		82.4	
Asian	100%	76.9%	70.6		76.5		82.4	
Hispanic	100%	100%	70.6		76.5		82.4	
White	92.4%	93.7%	70.6		76.5		82.4	
FARM	76.2%	70.6%	70.6		76.5		82.4	
ELL	n/a	66.7%	70.6		76.5		82.4	
Special Education	75%	37.5%	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	19%	23%				
African American	11%	25%				
Asian	-	-				
Hispanic	-	-				
White	18%	25%				
FARM	22%	30%				
ELL	-	-				
Special Education	0%	15%				

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

During the 2009-10 school year, we will increase grade 5 students' proficiency in (6.C.1.c.) quotient & remainders 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	19%	23%				
African American	7%	20%				
Asian	-	-				
Hispanic	-	-				
White	24%	27%				
FARM	19%	25%				
ELL	---	---				
Special Education	12%	20%				

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	21%	24%				
African American	11%	15%				
Asian	-	-				
Hispanic	-	-				
White	18%	25%				
FARM	19%	25%				
ELL	-	-				
Special Education	0%	10%				

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

During the 2009-10 school year, we will increase grade 5 students' proficiency in **(6.C.1.d.) addition and subtraction of fractions** 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	15%	18%				
African American	11%	15%				
Asian	-	-				
Hispanic	-	-				
White	6%	10%				
FARM	15%	20%				
ELL	---	---				
Special Education	0%	10%				

Grade 5 Magnet:

During the 2009-10 school year, we will increase grade 5M 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	99%	100%				
African American	100%	100%				
Asian	100%	100%				
Hispanic	-	-				
White	98%	100%				
FARM	100%	100%				
ELL	-	-				
Special Education	-	-				

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

During the 2009-10 school year, we will increase grade 5M students' proficiency in (6.C.1.c.) interpreting quotients and remainders 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	86%	89%				
African American	92%	95%				
Asian	100%	100%				
Hispanic	-	-				
White	81%	85%				
FARM	91%	94%				
ELL	---	---				
Special Education	80%	85%				

During the 2009-10 school year, we will increase grade 5M 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	91%	94%				
African American	100%	100%				
Asian	88%	91%				
Hispanic	-	-				
White	89%	92%				
FARM	100%	100%				
ELL	-	-				
Special Education	-	-				

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

During the 2009-10 school year, we will increase grade 5M students' proficiency in (1.C.1.a.) represent decimals 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	85%	88%				
African American	83%	86%				
Asian	100%	100%				
Hispanic	-	-				
White	83%	86%				
FARM	80%	83%				
ELL	---	---				
Special Education	100%	100%				

ATTENDANCE/GRADUATION 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	95.5%					
African American	95.2%					
Asian	96.2%					
Hispanic	94.4%					
White	95.7%					
FARM	94.7%					
ELL	---					
Special Education	94.6%					

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

OTHER GOALS:

- During the 2009-10 school year, we will increase parent involvement as measured by a 10% increase in parent volunteer hours from the 2008-2009 rate of 300 hours.
- During the 2009-10 school year PBIS will implement a bully prevention program to decrease referrals in the areas of physical attack, bullying, and insubordination by 25% in 2009 – 2010 school year.
- During the 2009-2010 school year, students in the Y3 program at WELC will increase their attendance rate to at least 90%.

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

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"> • Pemberton has met AYP in years 2005 through 2008. 	<ul style="list-style-type: none"> • The percentage of students scoring proficient/advanced in the African-American subgroup has risen from 62.6% in 2006 to 79.4% in 2008 (reading) and from 71.3% in 2006 to 81.4% in 2008 (math). • The percentage of students scoring proficient/advanced in the Special Education subgroup has risen from 35% in 2006 to 78.9% in 2008 (reading) and from 40% in 2006 to 76.3% in 2008 (math). • Despite these gains, achievement gaps exist between African-American vs. White and Special Education vs. Non-Special Education.
Reading – MSA	<ul style="list-style-type: none"> • The percentage of grade 3 students scoring proficient/advanced on MSA Reading has risen from 86.5% in 2006 to 90% in 2008. • The percentage of grade 4 students scoring proficient/advanced on MSA Reading has fallen from 90% in 2006 to 88.2% in 2008. • The percentage of grade 5 students scoring proficient/advanced on MSA Reading has risen from 80.7% in 2006 to 91.1% in 2008. 	<ul style="list-style-type: none"> • African-American students in grade 3 have steadily risen in performance on Reading MSA, from 68.4% proficient/advanced in 2006 to 75% in 2008. • 0% of special education students in grade 3 scored proficient/advanced in 2006; 71.4% in 2007 and 70% in 2008 met the proficient or advanced level. • FARM students in grade 3 have risen in percentage of proficient or advanced from 66.7% in 2006 to 81% in 2008. • African-American students in grade 4 have steadily risen (overall) in performance on Reading MSA, from 73.7% proficient/advanced in 2006 to 77.1% in 2007 to 75.6% in 2008. • 75% of special education students in grade 4 scored proficient/advanced in 2006; 75% in 2007 and 71.4% in 2008 met the proficient or advanced level. • FARM students in grade 4 have fallen (overall) in percentage of proficient or advanced from 76.3% in 2006 to 70.2% in 2008. • African-American students in grade 5 have steadily risen in performance on Reading MSA, from 48.8% proficient/advanced in 2006 to 85.3% in 2008.

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

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading – MSA (Continued)		<ul style="list-style-type: none"> • 33.3% of special education students in grade 5 scored proficient/advanced in 2006; 50% in 2007 and 71.4% in 2008 met the proficient or advanced level. • FARM students in grade 5 have risen in percentage of proficient or advanced from 48.6% in 2006 to 85.3% in 2008.
Reading – Benchmark assessment #1	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • There was a decrease in the number of students in the exceeding expectations category from 2007 to 2008. 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • The number of students scoring in the exceeding expectations category from the FARM, SPED, African American, and White subgroups all decreased by 10% or more from 2007 to 2008.
	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • There has been a significant increase in scores for Benchmark 1 of students at or above expectations over the course of the past three years. 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Students who receive free and reduce meals have had an increase of percentages of at or above expectations on Benchmark 1 over the course of the past three years.
	<p><u>Grade 3T</u></p> <ul style="list-style-type: none"> • The percentage of students performing at the “exceeding expectations” level has increased. • A greater percentage of students have become proficient or exceeding expectations, from 2006 to 2008. 	<p><u>Grade 3T</u></p> <ul style="list-style-type: none"> • The percentage of African American and FARMS students scoring in the "at or exceeding expectation" performance areas has risen from 2006-2007 to 2008-2009 on the reading benchmark 1. • African Americans continue to lead in the below expectation category.
	<p><u>Grade 3M</u></p> <ul style="list-style-type: none"> • The percentage of students scoring in the "exceeding expectation" performance band has risen on average of 26% over the last three years on the reading benchmark. 	<p><u>Grade 3M</u></p> <ul style="list-style-type: none"> • At least 80% of our African Americans are "at or above expectation" over the last three years on the Reading Benchmark.
	<p><u>Grade 4T</u></p> <ul style="list-style-type: none"> • The number of regular education students reaching at expectation in reading has risen from 10% in 2007 to 21% in 2008 and 35% in 2009. 	<p><u>Grade 4T</u></p> <ul style="list-style-type: none"> • The number of students reaching at expectation has increased for ALL ethnicities and educational programs from 2006 to 2009 on reading benchmark 1.

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

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading – Benchmark assessment #1 (Continued)	<p><u>Grade 4M</u></p> <ul style="list-style-type: none"> The percentage of students scoring “above expectation” increased from 63% in 2007 to 75% in 2008. 	<p><u>Grade 4M</u></p> <ul style="list-style-type: none"> The percentage of FARM students meeting “above expectation” has increased on reading benchmark #1 from 54% in 2007 to 67% in 2008.
	<p><u>Grade 5T</u></p> <ul style="list-style-type: none"> In 2007, there were 20 students who scored at expectation or exceeding expectation; in 2008, 15 total students scored at expectation or exceeding expectation 	<p><u>Grade 5T</u></p> <ul style="list-style-type: none"> In 2007, 73% of African-American students scored below expectation; in 2008, 83% of African-American students scored below expectation.
	<p><u>Grade 5M</u></p> <ul style="list-style-type: none"> The percentage of students scoring at the “above expectation” level increased from 58% in 2007 to 65% in 2008. 	<p><u>Grade 5M</u></p> <ul style="list-style-type: none"> The percentage of FARM students scoring at expectation or exceeding expectation increased from 83% in 2007 to 100% in 2008.
Reading – Benchmark assessment #2	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> The percentage of students scoring in the exceeding expectations category increased from 2007 to 2008. 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> The number of students scoring in the exceeding expectations category from the SPED, FARM, African American, and White subgroups all increased from 2007-2008.
	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> The percentage of grade 2 students scoring at the “at expectation” level and “above expectation” level increased 8% from 2008 to 2009. 	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> Students who receive free and reduce meals have had an increase of percentages of at or above expectations on Benchmark 2 over the course of the past three years.
	<p><u>Grade 3T</u></p> <ul style="list-style-type: none"> The percentage of students performing at the “exceeding expectations” level has increased. 	<p><u>Grade 3T</u></p> <ul style="list-style-type: none"> The percentage of African American and FARMS students scoring in the "at or exceeding expectation" performance areas has risen from 2006-2007 to 2008-2009 on the reading benchmark 2. African Americans continue to lead in the below expectation category.

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

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading – Benchmark assessment #2 (Continued)	<p><u>Grade 3M</u></p> <ul style="list-style-type: none"> The percentage of students scoring in the "exceeding expectation" performance band has risen on average of 26% over the last three years on the reading benchmark. 	<p><u>Grade 3M</u></p> <ul style="list-style-type: none"> At least 80% of our African Americans are "at or above expectation" over the last three years on the Reading Benchmark.
	<p><u>Grade 4T</u></p> <ul style="list-style-type: none"> The number of regular education students reaching at expectation in reading has risen from 18% in 2007 to 33% in 2008 and 48% in 2009. 	<p><u>Grade 4T</u></p> <ul style="list-style-type: none"> The number of students reaching at expectation has increased for ALL ethnicities and educational programs from 2006 to 2009 on reading benchmark 2.
	<p><u>Grade 4M</u></p> <ul style="list-style-type: none"> In each of the past three school years, students scoring at the "exceeding expectation" performance level decreased for the second reading benchmark from the first reading benchmark. 	<p><u>Grade 4M</u></p> <ul style="list-style-type: none"> There were fewer students scoring at expectation or exceeding expectation in the FARM subgroup than any other subgroup.
	<p><u>Grade 5T</u></p> <ul style="list-style-type: none"> Overall performance on the math benchmark #2 has fallen from 37% scoring "at expectation" or above expectation" in 2007 to 12% scoring "at expectation" or "below expectation" in 2009. 	<p><u>Grade 5T</u></p> <ul style="list-style-type: none"> 87% of African-American students scored below expectation in 2007; in 2008, 95% of African-American students scored below expectation
	<p><u>Grade 5M</u></p> <ul style="list-style-type: none"> The total percentage of students scoring at expectation or exceeding expectation increased from 83% in 2007 to 88% in 2008. 	<p><u>Grade 5M</u></p> <ul style="list-style-type: none"> The percentage of Special Education students scoring exceeding expectation dropped from 75% in 2007 to 0% in 2008.

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

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading – SRI	<ul style="list-style-type: none"> • The percentage of grade 3 students scoring at the proficient/advanced level of the January administration of SRI has risen from 64% in 2007 to 70% in 2008. • The percentage of grade 4 students scoring at the proficient/advanced level of the January administration of SRI has risen from 72% in 2007 to 76% in 2008. • The percentage of grade 5 students scoring at the proficient/advanced level of the January administration of SRI has risen from 72% in 2007 to 75% in 2008. 	<ul style="list-style-type: none"> • In May of 2007, 37% of Pemberton’s FARM students were scoring at the proficient or advanced level on SRI. In April of 2009, 44% of Pemberton’s FARM students were scoring at the proficient or advanced level on SRI.
Math – MSA	<ul style="list-style-type: none"> • The percentage of grade 3 students scoring proficient/advanced on MSA Math has risen only slightly, with 89.3% in 2006, 90.6% in 2007, and 90.8% in 2008. • The percentage of grade 4 students scoring proficient/advanced on MSA Math has risen (overall) from 91.8% in 2006 to 92.9% in 2008. • The percentage of grade 5 students scoring proficient/advanced on MSA Math has increased (overall) from 84.9% in 2006 to 86.6% in 2008. 	<ul style="list-style-type: none"> • African-American students in grade 3 have steadily risen in performance on Math MSA, from 73.7% proficient/advanced in 2006 to 75.6% in 2007 to 83.3% in 2008. • 33.3% of special education students in grade 3 scored proficient/advanced in MSA Math in 2006; 64.3% in 2007 and 70% in 2008 met the proficient or advanced level. • FARM students in grade 3 have risen (overall) in percentage of proficient or advanced from 76.9% in 2006 to 85.7% in 2008. • African-American students in grade 4 have steadily fallen (overall) in performance on Math MSA, from 81.6% proficient/advanced in 2006 to 88.6% in 2007 to 80.5% in 2008. • 75% of special education students in grade 4 scored proficient/advanced in 2006; 87.5% in 2007 and 78.6% in 2008 met the proficient or advanced level. • FARM students in grade 4 have risen slightly overall in percentage of proficient or advanced from 78.9% in 2006 to 80.9% in 2008. • African-American students in grade 5 have risen in performance on Math MSA, from 58.5% proficient/advanced in 2006 to 75.8% in 2008. • 22.2% of special education students in grade 5 scored proficient/advanced in 2006; 75% in 2007 and 78.6% in 2008 met the proficient or advanced level. • FARM students in grade 5 have risen in percentage of proficient or advanced from 59.5% in 2006 to 70.6% in 2008.

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

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Math – Benchmark assessment #1</p>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> The percentage of FARM students scoring in the exceeding expectations category has risen. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> Scores for our special education students have increased in meeting expectations with the increase of students that qualify for special education. <p><u>Grade 3T</u></p> <ul style="list-style-type: none"> There is a rise in students meeting the exceeding expectations level in benchmark #1. <p><u>Grade 3M</u></p> <ul style="list-style-type: none"> The percentage of students scoring in the "exceeding expectation" performance band has increased a minimum of 2% each year for the last three years on the Math Benchmark. <p><u>Grade 4T</u></p> <ul style="list-style-type: none"> More subgroups are exceeding expectations on benchmark 1 in 2008 as opposed to 2006. <p><u>Grade 4M</u></p> <ul style="list-style-type: none"> For students in all subgroups, the percentage of students scoring at expectation and above expectation has increased on benchmark #1 from 2006-2007 through 2008-2009. <p><u>Grade 5T</u></p> <ul style="list-style-type: none"> The percentage of students scoring at expectation or above expectation decreased from 25% in 2007 to 18% in 2008. <p><u>Grade 5M</u></p> <ul style="list-style-type: none"> The number of students scoring below expectation decreased from 5 in 2007 to 2 in 2008. 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Scores for the FARM group have risen in the exceeding expectations category from 33.3% in 2007 to 62.2% in 2008. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> From 2006 to 2008, scores for our special education students has increased in meeting expectations with the increase of students that qualify for special education. <p><u>Grade 3T</u></p> <ul style="list-style-type: none"> There is a trend in FARMS scores-more students are becoming proficient, year by year, from 2006 to 2008. <p><u>Grade 3T</u></p> <ul style="list-style-type: none"> More special education students are working at or exceeding expectations. <p><u>Grade 3M</u></p> <ul style="list-style-type: none"> At least 82% of our African Americans are "at or above expectation" on benchmark 1 over the last three years in math. <p><u>Grade 4T</u></p> <ul style="list-style-type: none"> The white subgroup achieving at expectation has decreased from 57% in 2006 to 35% in 2007 to 24% in 2008 on math benchmark 1. <p><u>Grade 4M</u></p> <ul style="list-style-type: none"> The percentage of FARMS students scoring at expectation or exceeding expectation on benchmark #1 has increased 18% from 2006 to 2008. <p><u>Grade 5T</u></p> <ul style="list-style-type: none"> In 2007, 33% of White students scored at expectation or exceeding expectation – in 2008, 17.6% of White students scored at expectation or exceeding expectation <p><u>Grade 5M</u></p> <ul style="list-style-type: none"> 25% of African-American student performed at expectation on benchmark 1 – 75% of this subgroup scored above expectation on benchmark 1; in 2007, 12% of African-American subgroup scored below expectation

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

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>Math – Benchmark assessment #2</p>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> In the FARM, African American, and SPED subgroups the number of students scoring in the exceeding expectations category rose by at least 7% from 2007 to 2008. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> over the course of the three years analyzed, that the scores for Benchmark 2 have remained stagnant. <p><u>Grade 3T</u></p> <ul style="list-style-type: none"> There is a rise in students meeting the exceeding expectations level in benchmark #2. <p><u>Grade 3M</u></p> <ul style="list-style-type: none"> The percentage of students scoring in the "exceeding expectation" performance band has increased a minimum of 2% each year for the last three years on the Math Benchmark. <p><u>Grade 4T</u></p> <ul style="list-style-type: none"> More subgroups are exceeding expectations on benchmark 2 in 2008 as opposed to 2006. <p><u>Grade 4M</u></p> <ul style="list-style-type: none"> The percentage of students scoring below expectation on benchmark #1 increased 6% from October, 2007 to October, 2008. <p><u>Grade 5T</u></p> <ul style="list-style-type: none"> The percentage of students scoring below expectation increased 8% from 2007 to 2008. <p><u>Grade 5M</u></p> <ul style="list-style-type: none"> The percentage of students scoring "above expectation" rose from 67% in January, 2008 to 72% in January, 2009. 	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Students in the African American subgroup scoring in the exceeding expectations category rose from 56.7% in 2007 to 66.7% in 2008. In the same group however, the students in the below expectations category also rose by 1.5%. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> From 2006 to 2008, scores for our special education students has increased in meeting expectations with the increase of students that qualify for special education. <p><u>Grade 3T</u></p> <ul style="list-style-type: none"> African Americans, although inconsistent, are beginning to become at and exceeding expectations. <p><u>Grade 3T</u></p> <ul style="list-style-type: none"> There is a correlation with the number of African American students and FARMS students' performances. These results mirror each other. <p><u>Grade 3M</u></p> <ul style="list-style-type: none"> At least 82% of our African Americans are "at or above expectation" on benchmark 2 over the last three years in math. <p><u>Grade 4T</u></p> <ul style="list-style-type: none"> The African American subgroup achieving at expectation decreased from 45% in 2007 to 14% in 2008-09 for the January benchmark in math. <p><u>Grade 4M</u></p> <ul style="list-style-type: none"> The percentage of African-American students scoring at expectation or exceeding expectation on benchmark #2 has increased 6% from 2006 to 2008. <p><u>Grade 5T</u></p> <ul style="list-style-type: none"> The percentage of African-Americans scoring "below expectation" increased from 77% in 2007 to 91% in 2008. <p><u>Grade 5M</u></p> <ul style="list-style-type: none"> All African-American learners scored at or above expectation on benchmark #2 in January, 2009.

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

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Student Attendance	<ul style="list-style-type: none"> • Pemberton’s student attendance rate has increased slightly overall in the aggregate – our rate was 95.1% in 2005-2006, 95.6% in 2006-2007, and 95.7% in 2007-2008. 	<ul style="list-style-type: none"> • Students in the African-American and White subgroups are currently both over 94.5% this school year. • Students in Y3, Pre-K, and kindergarten have a mean attendance rate under 92.5% through March, 2009.
Office Referrals	<ul style="list-style-type: none"> • The number of student office referrals has steadily increased, with 49 referrals in 2005-2006, 63 office referrals in 2006-2007, and 65 office referrals in 2007-2008. • The referral rate has fluctuated slightly, with Pemberton having a 4.9% rate in 2005-2006, 6.7% in 2006-2007, and 5% in 2007-2008. 	<ul style="list-style-type: none"> • There remains to be an overrepresentation of referrals within the African-American subgroup. In 2005-2006, 85.7% of the total referrals were African-American students. This trend continues with 77.7% of referrals attributed to this subgroup in 2006-2007, as well as 83.1% of referrals in 2007-2008. • In 2005-2006 and 2006-2007, the referral rate for special education students was over three times the school’s referral rate; in 2007-2008, the referral rate for this subgroup was 7.1%.
Suspensions – In-school and out-of-school	<ul style="list-style-type: none"> • The number of student suspensions has steadily increased, from 16 in 2005-2006 to 19 in 2006-2007 to 22 in 2007-2008. • The suspension rate has remained relatively stagnant over this same time period, with Pemberton having a 2.0% rate in 2005-2006, a 2.6% suspension rate in 2006-2007, and a 2.2% rate in 2007-2008. 	<ul style="list-style-type: none"> • There remains to be an overrepresentation of suspensions within the African-American subgroup. In 2005-2006, 91.7% of the total referrals were African-American students. This trend continues with 81.3% of referrals attributed to this subgroup in 2006-2007, as well as 78.6% of referrals in 2007-2008.
Parent Involvement	<ul style="list-style-type: none"> • Using data from our automated sign-in system, and from our list of volunteers obtained from classroom teachers, volunteers served approximately 300 hours in the months of September, 2008 through March, 2009. 	<ul style="list-style-type: none"> • Approximately 175 hours of service was given by volunteers serving classes and students in kindergarten and grade 1.

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

TITLE I INFORMATION:

Title I Targeted Program

Pemberton Elementary School is a kindergarten through grade 5 learning facility which incorporates targeted Title I initiatives and programs. Pemberton's school population is diverse, reflecting 50.71 FARM, 47% white; 42% African-American; 8% Asian; and 3% students of other cultures. Our school's mission statement includes offering strategies to meet the needs of all learners (regardless of ethnicity and learning style/level).

Pemberton Elementary's Targeted Title I selection process is based on a specific criteria which includes the following: final or most recent marking period's reading and math grades, county-wide reading and math benchmark assessment scores, leveled reading passages assessment scores, reading and math MSA assessment scores, as well as teacher and parent recommendation. Other factors may include: homeless students, migrant students, English language learners, student retention, no early schooling such as pre-k or Head Start. For further detail see Pemberton's Multiple Selection Criteria for Targeted Assisted Program.

Title I Parent Workshops

Once in February, Title I teachers present a workshop for parents of the identified targeted students with a focus on a school strategy that will help their child to meet with success. The workshop will be based on parent surveys, distributed by December 22, 2009. Invitations will be sent to Title I parents of students in grades 3-5. A written reminder will be sent home 1 week prior to the scheduled workshop. A portion of MOI funds will be spent on manipulatives that align with the VSC for parents to use at home. Transportation will be provided for parents through Title I funds for families in need.

Skills Lab

Pemberton's traditional program's students who have displayed learning needs in kindergarten, grade one and grade two will participate in skill-focused daily learning labs. Reading and Math skill labs are designed to target no more than 20 students in grades K-2 who have been identified by classroom and Title I teachers. Students will be exited based on multiple criteria which include Title I teacher recommendation as well as performance in lab (see exit criteria). Students that are exited will be placed on a monitor basis and will be replaced with qualifying students. In the 1st and 2nd grade skill labs, there are 2 Title I teachers and 2 Title I instructional assistants. In kindergarten lab, there are 2 Title I teachers with up to 10 identified students. Materials used in skill labs are aligned with the VSC and supplement the Houghton Mifflin reading series as well as the Macmillan-McGraw Hill math series. Each skill lab

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

operates in 45 minute increments. Reading and Math Labs are taught every other week. Materials are purchased with Title I MOI money for the Skills Labs.

Instructional Support

The inclusion model is put into place through the use of small group instruction provided by classroom teachers, Title I teachers, and instructional assistants within the classroom. Pemberton's Traditional Program's working toward level reading and math classes include students who qualify for Title I services. The Title I department provides a Title I notebook for classrooms who have Title I instructional assistants for reading and math. In the notebook classroom teachers provide daily lesson plans to be used during small group instruction for targeted students. Title I instructional assistants provide specific feedback based on students' performance during the 45 minute small group session. Title I teachers plan lessons for learners within the classroom setting in collaboration with the classroom teacher. This collaboration occurs during PLCs, grade level meetings held daily from 3:30-4:00 and weekly Title I teacher communication links. Manipulatives aligned with the VSC are used during small group intervention. Other components used for instructional support are as follows: Education City, Modified SOAR, Reading A-Z, auxiliary components, YPP, National Geographic Periodicals, and Scholastic Biographies.

Title I Family Nights

Twice annually, October and May, the Title 1 staff plans a night of Reading and Math for students and parents. Invitations will be sent home 2 weeks prior and phone reminders will go out 1 week in advance. There will also be reminders on the website and in the monthly newsletter. The activities, strategies, games, and materials are explicitly aligned with the VSC. Each activity is explained in detail. At the end of the evening, every student takes home a packet of activities related to skills and strategies shown during the workshop. Family reading and math night activities are based on parent surveys, teacher recommendations and county-wide Benchmark assessments. Title I funds will be used for transportation, refreshments, and purchases for materials.

PAC Meetings

Parent Advisory Committee meetings are held twice a year, October and May. The purpose of the PAC meetings is to review and revise student learning compacts and the parent involvement policy. In addition, attending parents are given the opportunity to provide input on how a portion of Title I funds are to be spent (examples include: parent learning opportunities and VSC aligned take-home manipulatives). Learning Compacts are explained in further detail in the section below. The Committee is comprised of Title I parents, classroom teachers, administration, the home school liaison, and the Title I teachers. Minutes from the PAC meetings, which will include Learning Compacts and Parent Involvement Policy/Guidance Document, will be posted on the Title I website at

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

www.schoolnotes.com. Copies of the minutes will also be available in the front lobby and upon parent request. Members of the committee will receive copies of the minutes within one week after the scheduled meeting. Sign in sheets will be included in minutes.

Learning Compacts

The Learning Compacts will be distributed to each eligible Title I student along with a Title I cover sheet, permission slip form, and Parental Involvement Policy/Guidance Document. The Learning Compacts will be sent home as a separate document in the student Tuesday folders. Second and third notices will be sent after the initial deadline has passed. Other measures such as follow up phone calls and monthly reminders in the newsletter will be taken after third notices have been sent home. Learning Compacts, PAC Meeting, and Parent Involvement Policy/Guidance Document will be shared at Pemberton's Meet and Greet, held in August and at the Pemberton's Back to School PTA, held in September. Learning Compacts will be used by teachers, when necessary, as a reference during parent conferences to evaluate student progress.

Coordinating Programs

The Title I Program is integrated with other programs including: PBIS (Positive Behavioral Intervention Supports), 21st Century (STARS), Title I Summer School, PTD (Primary Talent Development), PDS with Salisbury University (Professional Development School), Sunshine Club, Glamour Girls, ACE, Leaders In Training, Mentoring Program, Differentiated Faculty Meetings, and Village Dental services.

Opportunities for Professional Development

The Title I supervisor will provide the following professional development:

- Title I's opening meeting held in August
- National reading and math conferences
- Professional Development for Instructional Assistants held at Salisbury University
- Additional development is provided by Professional Development coaches at the school level.
- A Principal's breakfast is held to share data with Title I Instructional Assistants.

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

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 the 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.

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

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

SCHOOL IMPROVEMENT PRIORITIES:

<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.</p> <ul style="list-style-type: none"> • Teachers will plan and implement daily lessons aligned with content standards and Voluntary State Curriculum utilizing research-based instructional materials and strategies to meet the needs of diverse learners. • Teachers will unpack, post and verbally identify lesson objectives/standards throughout (beginning, during, end) the lesson. • Teachers will assess student progress in meeting posted content standards at the objective level using formative assessments (for example: hand signals, class discussion, entrance and exit pass and graphic organizers) on a daily basis. • Teachers will modify instructional strategies and/or pacing based on formative assessment results on a daily basis. • Teachers will incorporate an introduction/modeling, then guided practice, and independent activity/assessment (“I Do, We Do, You Do”) when explicitly teaching a new skill. • Address the documented achievement gap (see pages 44 through 49) between African-American learners and non-African-American learners through explicitly planned differentiated instruction, Title 1 interventions (see pages 50 through 53), extended learning day opportunities (see action step C3 and A6), and the use of research-based strategies. • Traditional program teachers (K-5) will provide small group instruction (flexible groups) daily to accelerate student learning in Reading through the use of materials at the students’ instructional level such as novels, classroom libraries, periodicals, Leveled Readers, Phonics Library books, I Love Reading books, HM Vocabulary Readers, etc. • Teachers will utilize instructional strategies (example: Read, Reflect, and Reread and Convince Me) to increase student’s ability to identify both stated and implied ideas in literary and informational text. • Magnet teachers, in accordance with County Magnet reading alignment, will utilize novels, Touchstones, non-fiction periodicals, and other pieces of authentic literature in order to accelerate learning for highly-able students. • Teachers will provide differentiated instructional strategies such as flexible groups, one-on-one instruction, peer tutoring and/or Cooperative Learning strategies daily to accelerate student learning in Math through the use of materials at the students’ instructional level. (i.e. - manipulatives, Reteach/Practice/Enrich pages, Leveled Problem Solver, Xtenda Kit technology, Draw It - Write About It, and math literature). • Title 1 teachers and assistants will provide one-on-one and small group instruction daily to accelerate student learning in reading and math through the use of materials at the students’ instructional level aligned with the VSC. 	2

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

<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"> • Title 1 teachers and assistants will collaborate with classroom teachers, through the use of communication links and weekly PLC meetings, to provide instruction. This instruction will reinforce needed reading and math skills for students who qualify for these services. Title 1 assistants will provide daily written feedback to teachers in response to student performance in the Title I notebook. • Professional development coaches will collaborate to provide professional development for Title 1 assistants in the area of instructional strategies for reading and math, as needed. • Classroom teachers of Title I students will provide written plans for Title 1 assistants in conducting one-on-one and/or small group instruction in the classroom based on student need. (Title 1 teachers will provide lessons plans, in collaboration with the classroom teacher, for the students who receive Title 1 services.) Lessons will be based on current objective/content standard and spiral review based on data. All supplemental services are aligned with the VSC. • Special Education teachers and assistants will collaborate and co-teach with classroom teachers daily, through the process of inclusion, to provide instruction that will accommodate I.E.P. requirements for all Special Education students. • The administration will provide for professional development for teachers in the area of instructional strategies to utilize with special needs students during the school year, as needed. • Grade 1 teachers will formally integrate arts through two units in the 2009-2010 year; music, movement/dance, and the visual and technological arts will be incorporated units and lessons which also address targeted VSC reading and math objectives. • Primary teachers (K-2) will implement Primary Talent Development lessons throughout the year in order to assess student interests, strengths, weaknesses, and learning styles. • TAD teachers, in accordance with the county's Gifted and Talented program, will provide differentiated instruction toward qualifying highly-able learners. • Administration will provide at least 30 minutes (in addition to team planning) per cycle for classroom teachers who receive in-class Title 1 and/or special education related services to collaborate with Title 1/special education teachers. • GLPLC's will utilize online access and periodical based research in order to incorporate proven best practices while addressing targeted learning goals. • The literacy PD coach will provide differentiated professional development and model lessons using a variety of comprehension strategies to address VSC objectives addressed at GLPLC's. 	2

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

<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"> • Administration will schedule four GLPLC meetings in addition to the four county scheduled meetings for the 2009-2010 school year. • Teachers will bring pre-determined quantitative and qualitative data to GLPLC meetings. • Administration will facilitate Professional Learning Communities (PLC's) and guide PLC's with researching, goal setting, and assessing PLC student learning goals. • GLPLC's will analyze data and target objectives to determine measurable goals and brainstorm/research strategies to achieve goals. • Professional Development Coaches will provide differentiated professional development as needed with teams or individual teachers. 	2
<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 provided in the Voluntary State Curriculum. • Teachers will model “think alouds”, questioning, and effective metacognitive strategies in order to facilitate classroom discussions. • Teachers will provide students with multiple opportunities across all content areas to write in response to reading for the purpose of expressing and assessing learning. • Teachers will implement a variety of grade level appropriate vocabulary strategies. • Magnet teachers will incorporate the ladder questioning strategies in order to broaden and extend student expression in response to reading in all content areas. • Pre-K and Kindergarten teachers will provide learners with experiences with literature (including, but not limited to, trips to the library, author visits, and daily read-alouds) that will provide them with background and readiness skills related to the “Literary and Reading” domain of MMSR. • Teachers will use current grade level periodicals during the study of science and social studies. • Traditional program teachers (K-5) will utilize Houghton Mifflin Vocabulary Readers during reading class in order to build student vocabulary through informational text (which is connected to reading themes). • Teachers will utilize expository text connected to current curricular units/themes to address students instructional needs related to comprehension of informational text. 	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 develop and use SR's and CR's during reading to assess student understanding. • Teachers will develop and use SR's and CR's in the content areas. 	4

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

<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 will analyze student assessment data including formal and informal assessments. • Teachers will identify strengths and opportunities for improvement based on student data. • Teachers (including Title 1) will modify instructional strategies based on assessment results (including Benchmarks, common assessments, MSA, MMSR, SRI, and LRP). • Teachers (including Title 1) will use reading data from EduSoft in order to target instructional interventions and to differentiate instruction. 	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"> • Teachers will engage students in the use of effective strategies in daily math instruction. • Math P.D. Coach will provide professional development and model lessons using strategies to reinforce vocabulary and math writing. • Teachers will evaluate students' mastery of math vocabulary through the use of CR's and math writing. • Pre-K and Kindergarten teachers will provide learners with experiences with mathematics (including, but not limited to, number recognition, one-to-one correspondence, and utilization of math manipulatives) that will provide them with background and readiness skills related to the "Mathematics" domain of MMSR. • Math teachers and administration will facilitate an afterschool Problem Solvers Club to promote and reinforce verbal and written expression in response to narrative word problems. Targeted intermediate-level learners will be invited to participate in the Problem Solvers afterschool program. 	2
<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 will develop and use SR's and CR's during math to assess student understanding. 	4
<p>A8 Utilize student learning data to accelerate student achievement in math.</p> <ul style="list-style-type: none"> • Teachers will analyze Y.P.P. data to direct instruction. • Teachers will analyze student assessment data including formal and informal assessments (including Benchmarks, MSA, MMSR). • Teachers will identify strengths and opportunities for improvement based on student data. • Teachers will modify instructional strategies based on assessment results. • Teachers will use math data from EduSoft in order to target instructional interventions and to differentiate instruction. • Title 1 teachers will access and utilize EduSoft to target instructional math needs of students who receive Title 1 services. 	4
<p>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</p> <ul style="list-style-type: none"> • Teachers will utilize United Streaming in classroom instruction. • Teachers will utilize X2 for reporting student progress. • Teachers will utilize technology devices such as Turning Point and Palms in classroom instruction. • Teachers will utilize wireless laptops and Xtenda kit technology to provide student-centered connections to the VSC. 	16

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

<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"> • Teachers will emphasize strategies to teach science vocabulary to enhance science curriculum. • Teachers will utilize informational text through periodicals that include specialized science content. • Administration will organize professional development for teachers that addresses the implementation of the Science V.S.C. • Pre-K and K teachers will offer trips and assemblies to students to provide background and knowledge pertaining to “scientific thinking” in MMSR. 	2
<p>A11 Improve teachers’ expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> • Tech coaches will provide professional development for teachers in the area of integrating technology as an instructional tool, to enhance student achievement. 	2
<p>A12 Engage parents in the learning process and enhance home-school communication.</p> <ul style="list-style-type: none"> • Administration and staff will plan and implement a schoolwide Family Math and Reading Night to provide parents with specific reading and math strategies to use at home. • Administration and teachers will plan and implement Science Night to showcase students learning through science process and products. • Title 1 teachers will plan and implement one Title I Parent Workshops to provide parents with specific reading and math strategies to use at home. • STARS teachers and staff will plan and implement 2 STARS Family Nights for students and parents served by the program. • Pemberton administration will extend invitations for after school learning activities to all students who attend 3Y and prekindergarten classes at the Wicomico County Early Learning Center. • Title 1 Staff and administration will invite parents of students who receive Title 1 services to access the department’s webpage in an effort to provide further background about the program, its purpose and history, as well as for information about services. 	6
<p>A13 Provide additional support including extended day and school year learning experiences.</p> <ul style="list-style-type: none"> • STARS teachers and staff will provide after-school learning experiences (through STARS after-school program) to students who are working toward grade level or below proficiency. • DestiNation ImagiNation teachers and staff will provide after school learning opportunities (in the areas of problem-solving and improvisation) for selected highly-able learners. 	3

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

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A14 Utilize the weighted criteria to identify in the spring targeted students to be served by the Title I program at the start of the following school year, sharing the ranking order with the Title I supervisor and making revisions in identified students being served periodically throughout the year.</p> <ul style="list-style-type: none"> • Assessments include: <ul style="list-style-type: none"> ○ Grades K-2 <ul style="list-style-type: none"> ▪ Reading and Math Benchmark Assessments ▪ Final Math Grade ▪ Teacher/Parent Recommendation ○ Grades 3-5: <ul style="list-style-type: none"> ▪ MSA ▪ Scholastic Reading Inventory ▪ Reading and Math Benchmark Assessments ▪ Final Math Grade ▪ Teacher/Parent Recommendation 	3

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

<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"> • School attendance clerk will identify areas of need using student attendance data as provided by administration. • Administration will report monthly attendance data to ILT three times annually. 	9
B2 Reduce the percentage of students with excessive absences. <ul style="list-style-type: none"> • Home School Liaison will make home visits to arrange parent conferences and to assist parents with student attendance issues. • Teachers will communicate to parents using agendas, phone calls, conferences, home visits and letters for individuals as needed. • Administration will notify Pupil Personnel Worker regarding students with excessive absences to offer assistance to the family. • STARS after-school program will continue through funding from 21st Century Grant for identified students. • Administration and staff will utilize ParentLink communication system to inform parents of students upon five days of absence and ten days of absence. 	9
B3 Conduct activities to promote student attendance. <ul style="list-style-type: none"> • Administration and attendance clerk will recognize student attendance utilizing comments on progress reports and report cards and through awards in the year-end assemblies. • Administration and staff will utilize ParentLink communication system to inform parents of students upon five days of absence and ten days of absence. • Administration will implement a Sunshine Club for students identified as having poor attendance and/or frequent tardiness. 	9
B4 Identify and provide interventions for students who are at risk of dropping out of school. <ul style="list-style-type: none"> • Administration and home-school liaison will monitor and track excessive student absences as correlated with discipline referrals. • Home School Liaison will make proactive and reactive home visits to promote regular attendance Pre-K – 5... • Guidance counselor will provide mentoring services and access community mentors for students identified in need of a mentor. • Teachers will refer students (identified by grade level teams) at risk of dropping out of school to the county Student Advisor/ Student Services Team/PBIS Team for intervention. 	7

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

<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
C1 Review and analyze student behavior data. <ul style="list-style-type: none"> • Administration and PBIS Team will identify areas of need using student behavior data as provided by Assistant Principal. 	7
C2 Maintain and implement the school’s Crisis Management Plan. <ul style="list-style-type: none"> • Crisis Management Team and administration will review and revise the Crisis Management Plan to ensure compliance with MSDE and local requirements. • Crisis Management Team and administration will conduct safety drills (code yellow, code red, etc.) as mandated by central office and FEMA. 	7
C3 Engage stakeholders in the recognition, promotion, and enhancement of students’ strengths using the Developmental Assets. <ul style="list-style-type: none"> • PBIS team and administration will provide PBIS summer staff development training and model intervention strategies to be used with students. • Teachers will continue the use of agendas to communicate behavioral expectations and monitor behavior of students between home and school with a Behavior Intervention Plan, if needed. • Teachers and staff will support positive recognition using materials/printing such as class announcements and Panda Pride Bucks. • The PBIS/Reflections assistant will provide in-class and out-of-class supervision and instructional guidance to students (determined by the administration) who have made inappropriate behavioral choices. • Administration will provide professional development on the effective development and implementation of individual behavior systems. • School will provide after school programs (GLAMER Girls and ACE) that support intermediate boys and girls who have exhibited at-risk behaviors. • School will identify and feature a Developmental Asset in each monthly newsletter. 	7
C4 Implement and monitor the PBIS program to improve student behavior and school climate. <ul style="list-style-type: none"> • Teachers will review and analyze student behavior data provided by Assistant Principal during Instructional Leadership Team meetings. • PBIS Team and administration will continue to monitor monthly student data. • PBIS Team will meet five times during the 2009-2010 school year in order to target behavioral interventions and alter PBIS schoolwide systems as needed. • PBIS Team will provide training with all teachers for the purpose of setting goals and establishing new, research-based strategies to further strengthen our school’s positive behavior initiatives. • PBIS Team, administration, and guidance will provide training to teachers and targeted student groups in character education that will promote behaviors and responses that replace bullying actions. 	7

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

<i>Priority D: Engage parents in taking an active role in their child’s daily educational program.</i>	
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 invite parents to a PBIS Parents Night in September 2009. • Teachers and administration will arrange a Meet and Greet for parents and students prior to the beginning of school during August 2009. • Orientation will be held for the entire school at PES’s Back to School Night in September. Administration will present the Title I Program to parents describing how it is implemented in our building. • Parents of targeted students will be informed of additional details of the Title I Program in late September. • Administration and Title 1 teachers will hold two Parent Advisory Committee meetings annually. • Title 1 School Compact Team will implement a Parent Involvement Plan, which is reviewed and revised annually with parental input. • Administration and Title 1 teachers will hold one parent workshop annually to provide parents with specific strategies to help their child at home. • Administration and staff will utilize ParentLink communication system to inform parents regarding upcoming school events, field trips, etc. • Administration and teachers will contact select parents on at least two Fridays per month in order to share positive behaviors and achievements of the student. • Administration and kindergarten teachers will collaborate with prekindergarten teachers at Eden Head Start, Salisbury Head Start, and the Wicomico Early Learning Center in order to schedule a transition visit for incoming kindergarteners in May, 2010 	6

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

PROFESSIONAL DEVELOPMENT PLAN:

School:	<u>Pemberton Elementary Schools</u>	
Title of program(s):	<u>2009 – 2010 School Improvement Plan</u>	
Beginning Date:	<u>July 1, 2009</u>	Ending Date: <u>June 30, 2010</u>
Contact person:	<u>Nicole Twilley / Cindy Phillips</u> Name	<u>ILT Co-Chairs</u> Position/Title

A. Establishing the Need for the Proposed Professional Development

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

- Pemberton Elementary School's Professional Development Plan will address weaknesses in learning objectives determined by grade level PLC's.
 - Sequence the important events (Grade 1)
 - Recognize similarities and differences (Grade 1)
 - Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning (Grade 2)
 - Use organizational aids when reading (Grade 2)
 - Draw conclusions and inferences and make generalizations and predictions from text (Grade 3 and 3M)
 - Identify and analyze the characters (Grade 3)
 - Use word structure to determine the meaning of words (Grade 3M)
 - State and support main ideas and messages (Grade 4 and 5M)
 - Identify and explain additions or changes to format or text features that would make the text easier to understand (Grade 4 and 4M)
 - Identify and explain relationships between and among characters, setting, and events (Grade 4M)
 - Identify and explain the contributions of text features to meaning (Grade 5)

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

- Draw conclusions or make generalizations about the text (Grade 5)
- Write and identify expressions (Grade 1)
- Identify the concept of inverse operation to addition and subtraction (Grade 1)
- Determine the value of a given set of mixed currency up to \$1 (Grade 1)
- Build and describe models of even and odd numbers using concrete materials, and discuss the models (Grade 2)
- List multiple representations for a number (Grade 2)
- Telling Time (Grade 2)
- Subtract numbers using a variety of strategies (Grade 3)
- Represent multiplication and division basic facts using number sentences, pictures, and drawings (Grade 3 and 3M)
- Use methods of proof, i.e., direct, indirect, paragraph, or contradiction (Grade 3M)
- Interpret line graphs (Grade 4)
- Express mathematical ideas in written form (Grade 4M)
- Determine area (Grade 4M)
- Represent decimals and mixed numbers on a number line (Grade 5M)
- Interpret quotients and remainders mathematically and in the context of a problem (Grade 5 AND 5M)
- Add and subtract proper fractions and mixed numbers with answers in simplest form (Grade 5)

2. Briefly describe the programs and/or practices that will be implemented to address the student learning needs that you have identified.

- Our Professional Development Plan will incorporate the following programs and practices:
 - half-day inservices and PLC meetings addressing explicit instructional strategies for targeted learning goals.
 - family nights for parents offering breakout sessions on the topic of targeted reading and math learning goals
 - PLC meetings addressing science-based instruction related to comprehension (main idea and text features) of informational text and science vocabulary
 - PLC meetings addressing instructional strategies for vocabulary development and problem-solving skills needed to interpret and complete constructed-response questions
 - continuation of PBIS behavioral approach at Pemberton (including parent involvement activities) to promote a positive learning environment

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

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

- Teachers will acquire and incorporate explicit instructional strategies that will meet our school wide focus of comprehension of informational text. Specifically, teachers will acquire and use strategies and best practices involving – but NOT limited to - the use of the following materials:
 - Informational Periodicals (K- grade 5)
 - Houghton Mifflin Vocabulary Readers
 - Math Readers (K-2)
 - Non-fiction Readers (K-grade 5)
 - Classroom Library Materials
- Moreover, teachers will gain specific instructional strategies involving the successful acquisition of vocabulary highlighted in the Science Voluntary State Curriculum as well as problem-solving strategies and vocabulary development in math.

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

- | | |
|---|-----------------|
| • Family Reading/Math and Science Nights (includes schoolwide and Title 1 events) | A12 |
| • PBIS Night | D1 |
| • PBIS Steering Committee Meetings | C4 |
| • Continuation of PBIS Initiative at Pemberton | C4 |
| • Best Instructional Practices – Targeted PLC goals | A1, A3, A6, A10 |
| • Professional Learning in Grade Level PLC’s (K-grade 5) | A2 |
| • Integration of Math/Science/Reading Vocabulary | A1, A3, A6, A10 |
| • Professional Development for Teachers | A1, A3, A6 |
| • Afterschool Programs for Targeted Interventions | A6, C3 |
| • Integrated Arts (Grade 1 in 2009-2010) | A1 |

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

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
Family Reading/Math Nights (includes schoolwide and Title 1 events)	Family involvement	Discussion/study groups	Administration, Parents, Coaches, and Faculty	Administration	Feedback given by participants from evaluations will be used to make positive changes to assist parents and their child's education.
PBIS Night	Family involvement	Discussion/study groups	Administration, Parents, and Faculty	Administration	Feedback given by parents to our PBIS team from evaluations will be discussed at the October, 2009 PBIS Steering Committee meeting. Changes to services delivered will be implemented based on this parental feedback.
PBIS Steering Committee Meetings	Student learning environments	Discussion/study groups	Administration and Faculty	Administration	No
Continuation of PBIS Initiative at Pemberton	Student learning environments	Action Research	Administration and Faculty	Administration and Faculty	Formal feedback on efforts to implement and use new knowledge and skills
Summer training for PBIS for all Pemberton Teachers	Student learning environments	Action Research	Administration and Faculty	Administration	Formal feedback on efforts to implement and use new knowledge and skills
Best Instructional Practices – Comprehension Text Features Organizational Text Questioning Metacognitive Strategies Think Alouds GLPLC Goals (see pages 64 and 65)	Content knowledge and quality teaching	Demonstrations and Large group presentation	Administration, Coaches, and Faculty	Administration and Coaches	Additional presentations and introduction of new content AND Observation of participants AND Classroom demonstrations

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

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
Integration of Science/Math/Reading Vocabulary	Content knowledge and quality teaching	Demonstrations and Large group presentation	Administration, Coaches, and Faculty	Administration and Coaches	Additional presentations and introduction of new content AND Observation of participants
Professional Development for 4 Magnet Teachers and 1 Administrator NAGC National Conference November 5th – 8th	Content knowledge and quality teaching	Demonstrations and discussion at cross grade level meetings	Administration and magnet teachers (initially), then all faculty	Administration and County PD Dept.	Participating teachers will bring back strategies and knowledge that is related to their grade level PLC goals.
Professional Development for 4 Math Teachers Regional Conference for National Council of Math Teachers (NCTM) Boston – October 21 st – 23 rd	Content knowledge and quality teaching	Demonstration lessons for math teachers and follow up discussion at GLPLC's	Administration and select math teacher initially, and then all faculty	Administration and County PD Dept.	Participating teachers will bring back strategies and knowledge, aligns with our county and state curricula, and present to faculty. These presentations will target specific learning goals established by GLPLC's. Once delivered into the GLPLC's, each team will plan for implementation of the new strategy and develop a product and common assessment in order to determine effectiveness of the new strategy.
SOMIRAC Reading Conference April 14-16, 2010	Content knowledge and quality teaching	Demonstration lessons and discussion follow up at PLC's with reading teachers	Administration and select reading teachers initially, and then all faculty	Administration and County PD Dept.	Participating teachers will bring back strategies and knowledge, aligns with our county and state curricula, and present to faculty. These presentations will target specific learning goals established by GLPLC's. Once delivered into the GLPLC's, each team will plan for implementation of the new strategy and develop a product and common assessment in order to

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

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
					determine effectiveness of the new strategy.
After School Program for Targeted Interventions (ACE, Glamour Girls, Problem Solvers Club)	Student Learning Environments	Review of student work and planning instructional improvement.	Program leaders, administration, persons responsible for planning administration	Program leaders and administration	Grade-level teachers will review student products from these afterschool programs. Students will be selected for these after school programs based on performance, behavioral data, and teacher recommendation. Sessions will target desired reading and math behavioral outcomes. Follow up activities will address student gaps in performance and desired student outcomes.
Integrated Arts for Grade 1 in 2009-2010	Content knowledge and quality teaching	Demonstrations and Large group presentation	Administration Grade 1 Teachers, Music/Art teachers, Fine Arts supervisor	Administration Grade 1 Teachers, Music/Art teachers, Fine Arts supervisor	Pemberton's grade 1 teachers, Music teacher, Arts teachers, and administration will participate in meetings in May and August 2009 led by arts integration specialists. The school will develop a school arts integration team and meet monthly to create units/lesson which fuse objectives from both the Fine Arts VSC and the Reading/Math VSC. Model products will then be created, along with common qualitative assessments and culminating activities to the arts integration themes.

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

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

- The administration will ensure that the professional development programs are planned, delivered, and evaluated (when necessary) in accordance with our school improvement plan. Additionally, the administration will provide direct formal and informal feedback to classroom observations which follow this ongoing professional development.
- The technology, math, and reading coaches will collaborate with the administration on the specific content and delivery system for PD sessions related to grade level PLC learning goals. Math, technology, and reading coaches will provide PD-related classroom demonstrations which reflect effective implementation of delivered Professional Development.

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

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?
Family Reading/Math Nights (includes schoolwide and Title 1 events)				
PBIS Night				
PBIS Steering Committee Meetings				
Continuation of PBIS Initiative at Pemberton				
Summer PBIS Training for Teachers				
Explicit Instruction-Comprehension of Info Text				
Best Instructional Practices - Info. Text Materials				
Professional Development for 4 Math Teachers National Conference for National Council of Math Teachers (NCTM)				
National NAGC Conference for 4 Teachers and 1 Administrator				
SOMIRAC Conference for				
Afterschool Programs (ACE, Problem-Solvers Club, and GLAMER GIRLS)				
Integration of Science/Math/Reading Vocabulary				
Problem-Solving Across Curricular Areas				
Explicit Instruction-Comprehension of Text (Literary and Informational)				

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.