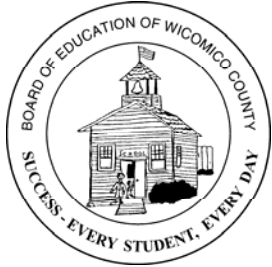


BOARD OF EDUCATION OF WICOMICO COUNTY



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PEMBERTON ELEMENTARY SCHOOL



School Improvement Plan

2008 – 2009

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
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MISSION STATEMENT:

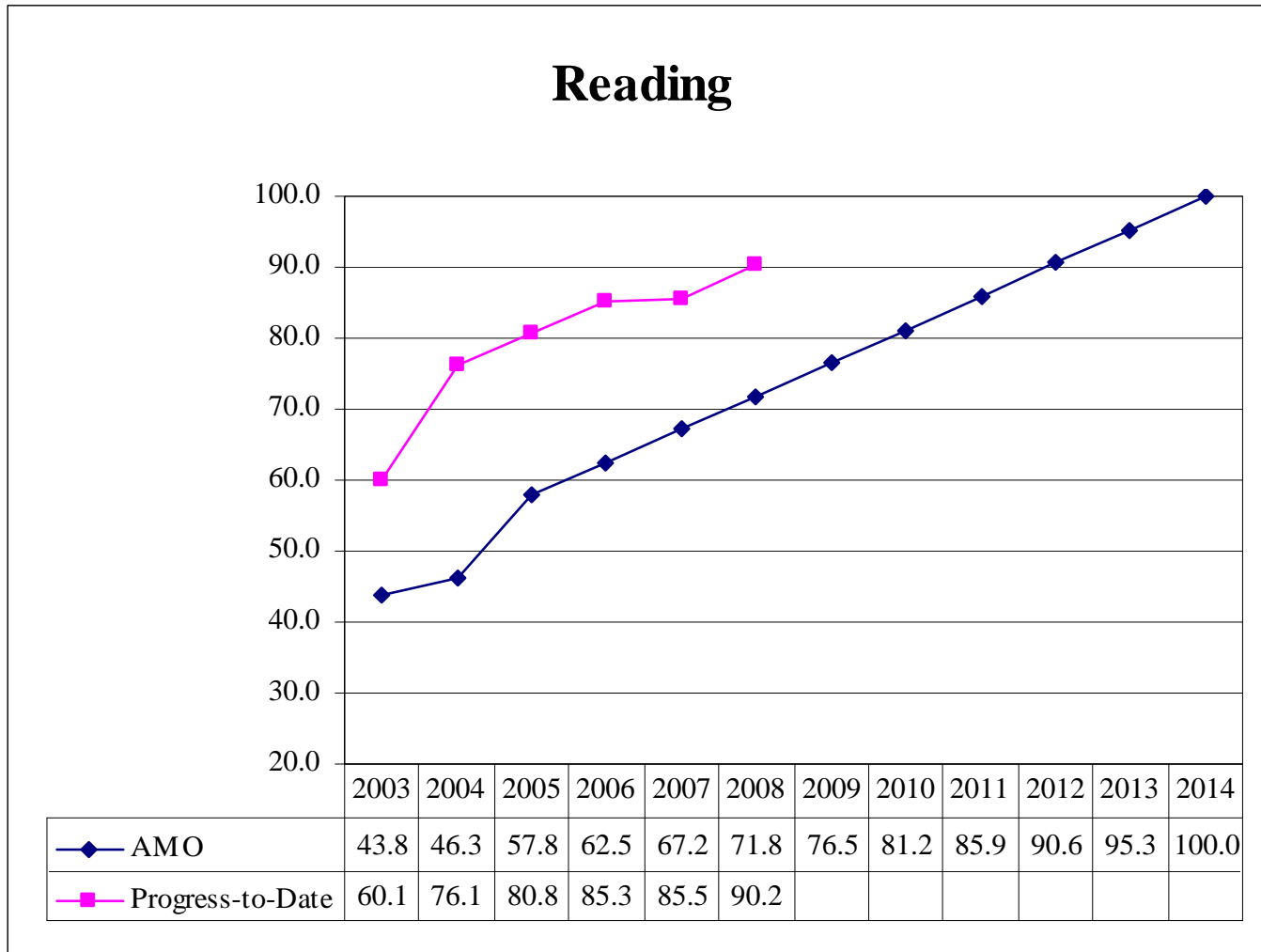
The staff and community of Pemberton Elementary School are dedicated to creating a positive, safe environment where student learning is the priority. We acknowledge that all students can learn when provided a variety of instructional strategies. Each student will be challenged to reach his or her full 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.

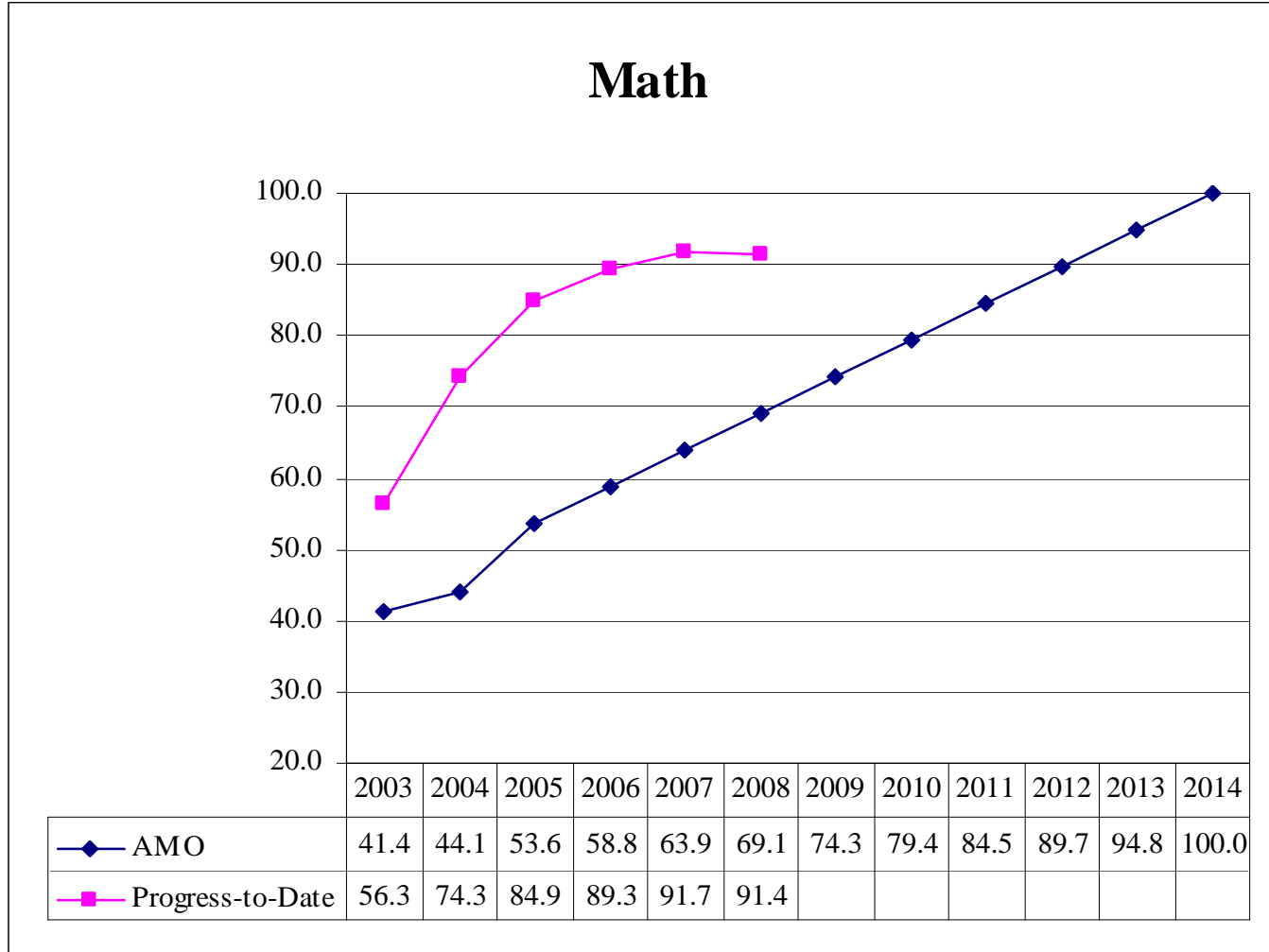
**PEMBERTON ELEMENTARY SCHOOL
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ANNUAL MEASURABLE OBJECTIVES & PROGRESS-TO-DATE:



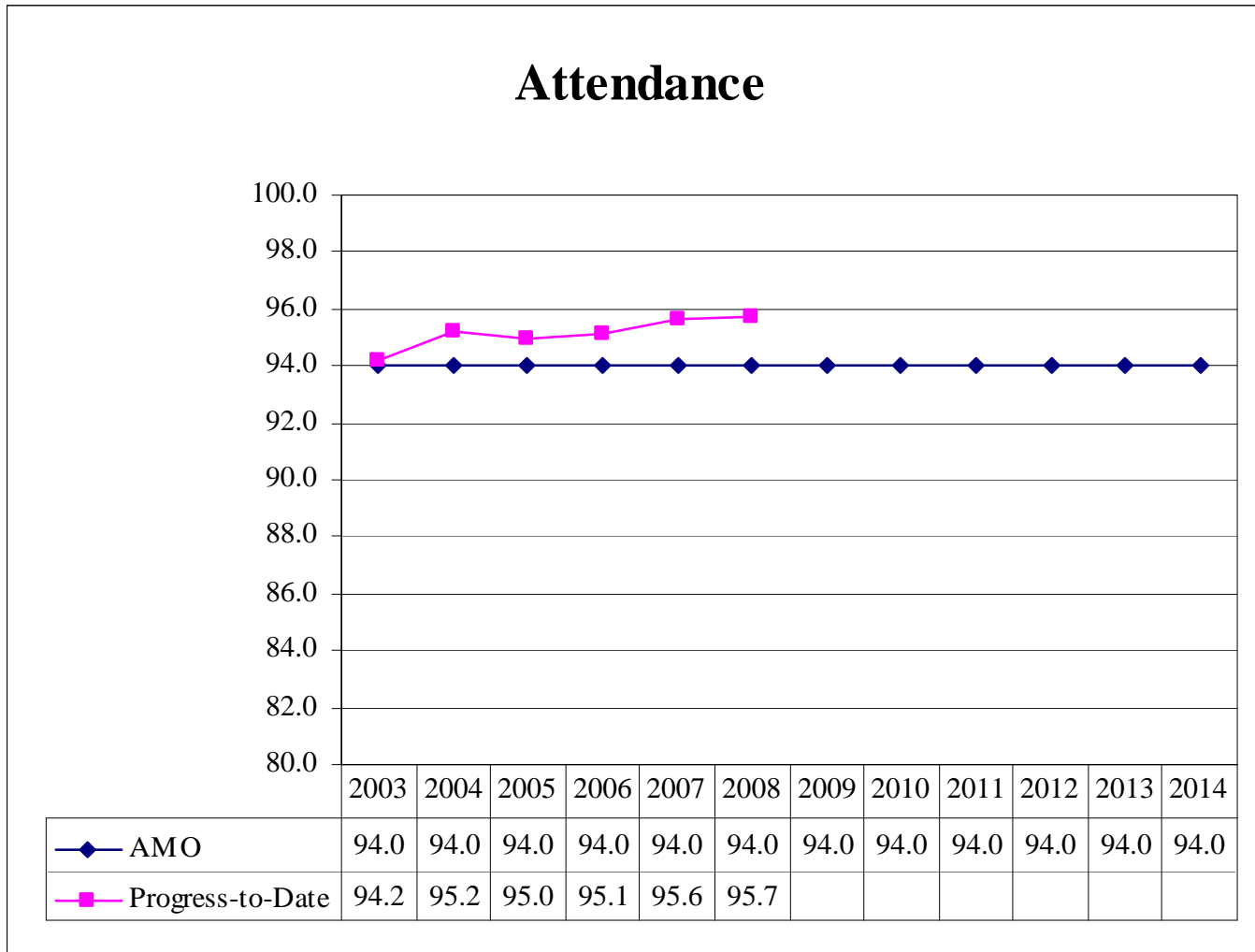
**PEMBERTON ELEMENTARY SCHOOL
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ANNUAL MEASURABLE OBJECTIVES & PROGRESS-TO-DATE:



**PEMBERTON ELEMENTARY SCHOOL
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ANNUAL MEASURABLE OBJECTIVES & PROGRESS-TO-DATE:



**PEMBERTON ELEMENTARY SCHOOL
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NEEDS ASSESSMENT:

School Level	Category (Possible Data Sources)	Strengths	Opportunities for Improvement
E,M,H	Reading (MSA, Stanford 10, SRI, Benchmark Assessments, PSAT)	<ul style="list-style-type: none"> • Stanford 10 – initial understanding • MSA – • Benchmark Assessments - 	<ul style="list-style-type: none"> • Stanford 10 – comprehension of informational text • Stanford 10 – critical analysis • MSA – • Benchmark Assessments – text features • Benchmark Assessments – vocabulary development • SRI – in January, 2008
E,M,H	Math (MSA, Stanford 10, SRI, Benchmark Assessments, PSAT)	<ul style="list-style-type: none"> • Stanford 10 – In terms of strands, Pemberton’s math procedures in grade 1 earned a 65 percentile rank and our grade 2 earned a 66 percentile rank. • Stanford 10 – In terms of subclusters, 88 percent of grade 1 responses in communication and representation were in the above average or average range; 85 percent of grade 2’s students were in the same categories in communication and representation. • MSA – • Benchmark Assessments - 	<ul style="list-style-type: none"> • Stanford 10 – math connections and geometry • Benchmark Assessments – vocabulary development • Benchmark Assessments – after analysis of the math CR’s during GLT meetings in November 2007 and February 2008, the 3T, 3M, 4T, 4M, 5T, and grade 2 teams identified math vocabulary and problem-solving as opportunities for improvement. As justification for this identification,
E,M,H	Student Attendance	<ul style="list-style-type: none"> • Student attendance rates have risen each of the last three years, with last year’s at 94.9%. • We currently have 95.11% attendance for the 2007-2008 school year (through January). 	<ul style="list-style-type: none"> • Currently, our K and 1 students have an aggregate 93.72% attendance rate for the 07-08 year.

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School Level	Category (Possible Data Sources)	Strengths	Opportunities for Improvement
E,M,H	Student Behavior	<ul style="list-style-type: none"> • Office referrals have declined markedly since 2002-2003; in 2006-2007, we had 63 office referrals. • Through February 25, 2008, Pemberton has 23 office referrals for the current school year. 	<ul style="list-style-type: none"> • Of last year's 63 office referrals, 42 were African-American learners. • Of this year's 23 total office referrals, 16 represent African-American learners. • These figures are disproportionate to the school's demographic data, which states that only 41% of Pemberton's population is African-American.
E,M,H	Parent Involvement	<ul style="list-style-type: none"> • In November, 2007, 583 total visitors were documented for American Education Week. • Additionally, for Pemberton's Science Night in February, 2008, 178 total visitors participated. 	

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TITLE I INFORMATION:

Title 1 Targeted Program

Pemberton Elementary School is a kindergarten through grade 5 learning facility which incorporates targeted Title 1 initiatives and programs. Pemberton's school population is diverse, reflecting 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 1 programs include:

Title 1 Parent Workshops

Twice annually, Title 1 teachers present a workshop for parents with a focus on a school strategy that will help their child to meet with success.

Skills Lab

Students who have displayed learning needs in kindergarten, grade one, and grade two will participate in skill-focused daily learning labs.

Instructional Support

Every grade one through grade five working toward level reading and math class includes students who qualify for Title 1 services. The classroom teachers provide plans for the Title 1 paraprofessionals who work in the classroom during these ability-grouped reading and math classes. Title 1 teachers plan lessons for learners within the classroom setting in collaboration with the classroom teacher.

Title 1 Family Nights

Twice annually, the Title 1 staff plans a night of Reading and Math for students and parents. The activities, strategies, games, and materials are explicitly shown and explained in an interactive forum. At the end of the evening, every student takes home a packet of activities related to skills and strategies shown during the workshop.

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

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

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

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SCHOOL IMPROVEMENT PRIORITIES:

<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. • 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. • Title 1 teachers and assistants will collaborate with classroom teachers to provide instruction that will reinforce needed reading and math skills for students who qualify for these services. Title 1 personnel will provide daily written feedback to teachers in response to student performance. • Professional development coaches will collaborate to provide professional development for Title 1 assistants in the area of instructional strategies for reading and math. 	2

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning. (Continued)</p> <ul style="list-style-type: none"> • Classroom teachers of Title 1 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. • 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. • 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. 	2
<p>A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process.</p> <ul style="list-style-type: none"> ▪ Administration will schedule four G.L.T. meetings for the year and provide agendas for each meeting. ▪ Teachers will bring pre-determined quantitative and qualitative data to G.L.T. meetings. ▪ Administration will provide for at least 90 minutes of grade-level common planning time quarterly (not in months with GLT meetings) in order to review student writing, projects, and performance data. ▪ Administration will facilitate Professional Learning Communities (PLC’s) meeting schedule and guide PLC’s with researching, goal setting, and assessing PLC student learning goals. ▪ G.L.T. will analyze data, target objectives, determine measurable goals and brainstorm strategies to achieve goals. ▪ Administration, in conjunction with I.L.T. Chair/Co-Chairs, will plan three Instructional Leadership Meetings per year and provide agendas. ▪ Professional Development Coaches will provide differentiated professional development as needed (in forums which may include faculty meetings, grade-level team meetings, GLT meetings, etc.) • Teachers will share samples of common student Reading/Math CR’s/Draw It - Write About It (primary grades math) during cross-grade level collaborative faculty meetings designed as gallery walks in order to evaluate and provide feedback. 	2

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.</p> <ul style="list-style-type: none"> ▪ Teachers will engage students in the use of before, during and after reading strategies as 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. ▪ Reading Coach will provide professional development on the use 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, 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. ▪ Teachers will engage students in the use of before, during and after reading strategies utilizing informational text. ▪ Reading Coach will provide professional development to teachers on grade-level instructional strategies to utilize with informational text. ▪ 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). ▪ Intermediate teachers will utilize periodicals (such as Weekly Readers, National Geographic for Kids, and/or Time for Kids) in order to address instructional needs related to comprehension of informational text (VSC Standard 2.0). • 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

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A5 Utilize student learning data to accelerate student achievement in reading.</p> <ul style="list-style-type: none"> ▪ Teachers 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, 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 problem-solving using math talk, vocabulary, questioning, and math writing 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. 	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

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<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 X-tenda kit technology to provide student-centered connections to the VSC. 	16
<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. • Administration will arrange professional development for teachers on the processes and materials which assist how Science skills are taught and learned. 	2
<p>A11 Improve teachers’ expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> ▪ Administration will organize professional development for teachers in the area of integrating technology as an instructional tool, to enhance student achievement in the areas of reading, math and science. ▪ Administration will arrange professional development for teachers in the Teacher Tools Domain of the Edusoft data analysis system. • Administration will arrange professional development for teachers in the use of Web 2.0 tools. 	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 two 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

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<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. ▪ During May 2009, Pemberton will host all incoming K students from the Wicomico County Early Learning Center and Head Start and engage in transitional exercises to increase awareness of surroundings and routines in kindergarten. 	3
<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

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<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
B1 Review and analyze student attendance data. <ul style="list-style-type: none"> ▪ 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: newsletters; year-end awards assembly; morning announcements. ▪ 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 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. ▪ 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

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<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
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 Enhance parent communication and family involvement in the educational process. <ul style="list-style-type: none"> • Administration and PBIS Team will invite parents to a PBIS Parents Night in September 2008. • Teachers and administration will arrange a Meet and Greet for parents and students prior to the beginning of school during August 2008. • 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 teachers will promote the 40 Developmental Assets through monthly newsletters, school website, and during evening activities. • Administration and staff will utilize ParentLink communication system to inform parents regarding upcoming school events, field trips, etc. 	6

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<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>C4 Engage stakeholders in the recognition, promotion, and enhancement of students’ strengths using the Developmental Assets.</p> <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. • Teachers and staff will support positive recognition using materials/printing such as class announcements and Panda Pride Bucks. • The PBIS/Reflections assistant will provide out-of-class supervision and instructional guidance to students (determined by the administration) who have made inappropriate behavioral choices. • Administration will provide for professional development on the effective development and implementation of individual behavior systems. • School will provide after school programs (GLAMER Girls, LIT and ACE) that support intermediate boys and girls who have exhibited at-risk behaviors. • School will recognize a Developmental Asset at EACH family night activity. • School will identify and feature a Developmental Asset in each monthly newsletter. 	7
<p>C5 Implement and monitor the PBIS program to improve student behavior and school climate.</p> <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 three times during the 2008-2009 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. 	7

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PROFESSIONAL DEVELOPMENT PLAN:

Title of Program: 2008-2009 School Improvement

Beginning Date: August 2008

Ending Date: August 2009

Contact Person: Jill Adams
Name

ILT Chairperson
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.

- a. Pemberton Elementary School’s Professional Development Plan will address weaknesses in the comprehension of informational text (our schoolwide focus for 2008-2009).
- b. Specific learning strategies involving comprehension of informational text, vocabulary development (reading, math, and science), problem-solving (math and science), and reading in the content area of science will be addressed toward our school’s endeavor to increase student performance in our learners’ comprehension of informational text.

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

- a. Our Professional Development Plan will incorporate the following programs and practices:
 - half-day inservices and faculty meetings addressing explicit instructional strategies for comprehension of informational text.
 - family nights for parents offering breakout sessions on the topic of main idea at home
 - PLCs/faculty meetings addressing science-based instruction to address student skills with comprehension of informational text
 - PLCs/faculty meetings addressing instructional strategies for vocabulary development and problem-solving

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- continuation of PBIS behavioral approach at Pemberton (including parent involvement activities)

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

- a. Teachers will acquire and incorporate explicit instructional strategies that will meet our schoolwide 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:
 - Weekly Readers (K- grade 5)
 - Houghton Mifflin Vocabulary Readers
 - Think and Draw (primary only)
 - Draw It, Write About It (intermediate only)
 - Math Readers (K-2)
 - Non-fiction Readers (K-grade 5)
 - Classroom Library Materials
- b. Moreover, teachers will gain specific instructional strategies involving the successful acquisition of vocabulary highlighted in the Science Voluntary State Curriculum.
- c. Problem-solving and vocabulary development in math with, but NOT limited to: math; Read It, Draw It, Solve It; and Think and Draw resources.

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

- a. Family Reading/Math Nights (includes schoolwide and Title 1 events) A13
- b. PBIS Night A13
- c. PBIS Steering Committee Meetings C3
- d. Continuation of PBIS Initiative at Pemberton C4
- e. Best Instructional Practices – Info. Text Materials A1
- f. Direct PD – Implementation of Science VSC (K-grade 5) A11

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B. Activity/Program Content and Delivery

Program Description(s) (Briefly describe the content of each aspect of the program).	Professional Development Content Standards¹	Delivery System(s)²	Participants	Person(s) Responsible for Planning	Is Follow-up Planned? (Yes or No) If yes, describe the flow up activities that are planned.³
Article I. Family Reading/Math Nights (includes schoolwide and Title 1 events)	Family involvement	Discussion/study groups	Administration, Parents, Coaches, and Faculty	Administration	No
PBIS Night	Family involvement	Discussion/study groups	Administration, Parents, and Faculty	Administration	No
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	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
Implementation of Science VSC (including best practices with materials and processes)	Content knowledge and quality teaching	Demonstrations and Large group presentation	Administration and Faculty	Administration	Additional presentations and introduction of new content AND Observation of participants

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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 flow up activities that are planned.³
Explicit Instruction- Comprehension of Literary Text (Main Idea)	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
Problem Solving and Math Expression Vocabulary (led by Math Coach)	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
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 October 29 – November 1, 2008	Content knowledge and quality teaching	Demonstrations and Large group presentation	Administration and magnet teachers (initially), then all faculty	Administration and County PD Dept.	Participating teachers will bring back strategies and knowledge, align with our county and state curricula, and present to faculty.
Professional Development for 4 Math Teachers National Conference for National Council of Math Teachers (NCTM)	Content knowledge and quality teaching	Demonstrations and Large group presentation	Administration and select math teacher initially, and then all faculty	Administration and County PD Dept.	Participating teachers will bring back strategies and knowledge, align with our county and state curricula, and present to faculty.
Professional Development on Web 2.0 Programs AND Xtenda Kit Tools (led by Tech Coach and TRT)	Content knowledge and quality teaching	Demonstrations and Large group presentation	Administration and select math teacher initially, and then all faculty	Administration and County PD Dept.	Participating teachers will bring back strategies and knowledge, align with our county and state curricula, and present to faculty.

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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 flow up activities that are planned.³
Continued Professional Development on Communicative and Expressive Strategies “Convince Me” and “Read, Reflect, Reread”	Content knowledge and quality teaching	Demonstrations and Large group presentation	Administration and select math teacher initially, and then all faculty	Administration and County PD Dept.	Participating teachers will bring back strategies and knowledge, align with our county and state curricula, and present to faculty.

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

- a. The administration will ensure that the professional development programs are planned, delivered, and evaluated (when necessary) in accordance with our school improvement plan.
- b. Additionally, the administration will provide direct formal and informal feedback to classroom observations which follow this ongoing professional development.
- c. The ILT chairperson(s) will review evaluations of professional development sessions during ILT meetings and plan for teacher feedback/suggestions which may shape future PD sessions.
- d. The math and reading coaches will collaborate with the administration on the specific content and delivery system for PD sessions related to comprehension of informational text, problem-solving.
- e. Math technology and reading coaches will provide PD-related classroom demonstrations which reflect effective implementation of delivered PD.

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C. Evaluation Plan

Program Description(s) (Copy the program description from the card 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?
Article II. 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				
Afterschool Programs (ACE, LIT, and GLAMER GIRLS)				

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Program Description(s) (Copy the program description from the card 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?
Integration of Science/Math/Reading Vocabulary				
Problem-Solving Across Curricular Areas				
Explicit Instruction- Comprehension of Text (Literary and Informational)				
Article III. Implementatio n of Science VSC				
Article IV. “Convince Me” and “Read, Reflect, Reread” Methods				

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.

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BUDGET INFORMATION:

KEY: Use 1xx0xx where x = school #			
Action Step	Describe how funds will be spent. Show calculations.	Account #	Amount Funded
PEM			
C4	Teacher stipends for ACE Group Leader 30 weeks x 2 hrs/wk @ \$22	2451070	\$1,320
C4	Teacher stipends for LIT Group Leader 30 weeks x 2 hrs/wk @ \$22	2451070	\$1,320
A1	Classroom Libraries	2452335	\$780
C4	Teacher stipends for GLAMER Girls Group Leader 30 weeks x 2 hrs/wk @ \$22	2551070	\$1,320
A1	National Association for Gifted Children Conference in Tampa, FL 2 conference fees @ \$410 Hotel: 1 room x 3 nights @ \$175 Airfare: 2 flights @ \$350 Meals: 2 people x 4 days @ \$60 (Contact R. Malone for account #)		
A1	Substitutes for FL conference 2 subs x 2 days @ \$80 (Contact R. Malone for account #)		
A1	National Curriculum Network Conference at William & Mary 2 conference registrations @ \$250 Hotel: 1 room x 3 nights @ \$190 Rental Car: \$400 Meals: 2 people x 4 days @ \$60 (Contact R. Malone for account #)		
A1	Substitutes for William & Mary conference 2 subs x 2 days @ \$80 (Contact R. Malone for account #)		
	Student Recognition/Incentives	2552399	\$3,129
	Support for Family Nights - Materials	2080335	\$313
	Support for Family Nights - Food	2080599	\$1,251
	Support for PBIS - Teacher Stipends	2551070	\$395
	Support for PBIS - Materials	2552335	\$99
	Support for PBIS - Incentives	2552335	\$4,440
	Page 2 of 2 Pemberton's Totals		\$14,367