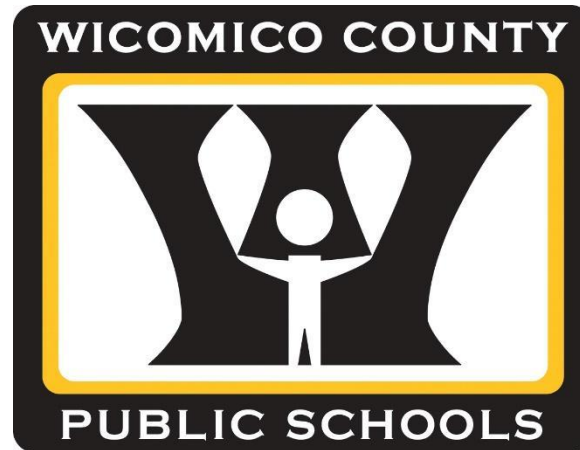


# Wicomico County Public Schools



**2021-2022**

## **School Improvement Plan**

**Pemberton Elementary School**

**Ryan W Kessler, Principal**

**1/16/22**

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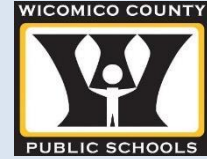
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### Instructional Leadership Team

Last Name	First Name	Title / Position
Kessler	Ryan	Principal
Hicks	Carla	Assistant Principal
McDonough	Heather	ILT Chair/ 4 <sup>th</sup> Grade Teacher
Farmer	Brooke	Judy Center Coordinator
Harris	Dave	Supervisor WCPS
Koerner	Melissa	Y3 Teacher/ Judy Center Representative
Oleszczuk	Danielle	Kindergarten Teacher
Hammond	Brandi	First Grade Teacher
Owens	Staci	Second Grade Teacher
Vitilio	Sophia	Third Grade Teacher
Dulany	Paxton	ILT Co-Chair/ 4 <sup>th</sup> Grade Teacher
Rhoads	Brenda	Fifth Grade Teacher
Prettyman	Amy	Title I Representative
Bell	Shonda	Guidance Counselor
Walter	Genienne	Social Worker
Lane	Heather	Special Education Program Specialist
Linzey	Lori	Math Professional Development Coach
Wheeler	Stacy	Reading Professional Development Coach
Stevens	Julie	Early Childhood Coach
Curtis	Matthew	Pupil Personnel Worker
Lipscomb	Juanasha	Instructional Assistant



## Wicomico County Public Schools



### **District Mission Statement**

The mission of the Wicomico County Public School (WCPS) system is to provide all students an educational foundation and a set of skills which will enable them to become responsible and productive citizens in our society.

### **Vision Statement**

Our vision is to educate each student to his or her full potential.

### **We Aspire to Be:**

- A public-school system dedicated to meeting the needs of each student, from the most gifted to the most challenged; focusing on early literacy, student engagement in authentic problem solving, innovative instruction that encourages creativity, and preparing students with 21<sup>st</sup> century skills necessary to successfully enter college or the world of work.
- A public-school system rooted in a culture of respect, transparency, and collegiality; where trust, the quality of relationships, and empowerment are clearly understood to be the foundation for success.
- A public-school system committed to safe schools; created through a careful balance of clearly communicated and enforced expectations and an atmosphere where students know that teachers and administrators believe in them.
- A public-school system our community believes in – where teachers compete for jobs, employers compete for well-prepared graduates, families choose to live, and businesses aspire to relocate because of its reputation built upon the pursuit of excellence in providing an outstanding education for our community's students.

## District Strategic Priorities

2017-2022

- Ensure that students in Wicomico County Public Schools are reading on grade level by Grade 3.

*Goal: Increase the percentage of students who enter kindergarten ready to learn from 33% to at least 38% by 2022, as measured by the Kindergarten Readiness Assessment.*

- Ensure that students graduate from Wicomico County Public Schools college and/or career ready.

*Goal: Increase the percentage of students who enter Grade 9 and graduate 4 years later from 82% to at least 87% by 2022, as measured by the 4-Year Adjusted Cohort Graduation Rate.*

- Ensure a high performing workforce.

*Goal: Increase the retention of first year teachers from 85% to at least 90% by 2022 as measured by the annual turnover rate.*

- Ensure that all schools are safe for student learning.

*Goal: Increase positive school climate and safety by reducing the percentage of students with repeat incidents of physical aggression from 3.01% to 2% or lower by 2022 as measured by the database of recorded infractions.*

## Educational Equity Policy

It is the policy of the Wicomico County Board of Education to ensure the success of each student in our school system, regardless of a student's ability (cognitive, social, emotional, and physical), gender, ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economic status.

## Wellness Statement

The goal of the Staff Wellness Plan is to improve the quality of health and wellness of employees by meeting their physical and emotional needs. By offering health-promoting programs such as Wellbeats, the Annual Spring 5K, as well as a multitude of programs offered through WellAware, the goal is to meet all needs - physical, emotional, financial, and social - of the employees at the school.

## School Mission and Vision Statements

**Mission Statement:**

Pemberton Elementary School's mission is to create a positive, safe learning environment where each child will become a lifelong learner.

**Belief Statements:**

- \* Quality instruction will be generated through data analysis, grade level team meetings, co-teaching, and professional development.
- \* Quality instruction provides a variety of opportunities for students to engage in the learning process.
- \* We will embrace each child's learning style and equip them to reach their full potential.
- \* We will continue to foster a connected and caring community focused on building positive, trusting relationships.
- \* Pemberton Elementary will continue to be active with the Judy Center Partnership, faith-based partners, Salisbury University, and other outside community agencies.

**Values:**

- \* Developmentally appropriate practices incorporated within quality instruction
- \* Parental and community involvement and input
- \* Student growth driven by data analysis
- \* Ongoing, consistent student attendance
- \* Demonstration of citizenship through social, emotional growth and building trusting relationships.

## School Summary

**Title I schools complete all columns. Non-Title 1 Schools only complete for 20-21 and 21-22**

### School Enrollment Information:

Grade Range:	2018-2019		2019-2020		2020-2021		2021-2022	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total Enrollment	583		578		53			
Hispanic	34	5.8%	32	5.5%	36	7.2%	41	8.1%
Black	323	55.4%	319	55.2%	280	55.7%	279	55.0%
White	136	23.3%	133	23.0%	110	21.9%	118	23.3%
Asian	29	5.0%	29	5.0%	23	4.6%	16	3.2%
Native American	1	0.2%	1	0.2%	1	0.2%	0	0%
Two or more Races	57	9.8%	62	10.7%	51	10.1%	50	9.9%
English Language Learners	53	9.1%	39	6.7%	42	8.3%	42	8.3%
Homeless	20	3.4%	23	4.0%	13	2.6%	4	0.8%
Foster Care	4	0.7%	0	0%	0	0%	2	0.4%
Free and Reduced Meals (FARMS)		74.1%		73.5%	364	72.4%	333	65.7%



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Attendance Rate (as of 6/1)		94.2%		95.0%	n/a	84.9%	n/a	87.8%
<b>Title I Program Designation:</b> <u>    X    </u> Schoolwide <u>          </u> Targeted Assistance <u>          </u> Non-Title 1								

### School Faculty and Administration




**Title I schools complete all columns. Non-Title 1 schools only complete for 21-22**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
# Administrators	2	2	2	2	2
# General Education Teachers	29	29	29	29	29
# Special Education Teachers	5	5	5	5	5
# Special Area Teachers	<u>  1  </u> Art <u>  1  </u> Media <u>  1  </u> Music <u>  2  </u> PE	<u>  1  </u> Art <u>  1  </u> Media <u>  1  </u> Music <u>  2  </u> PE	<u>  1  </u> Art <u>  1  </u> Media <u>  1  </u> Music <u>  2  </u> PE	<u>  1  </u> Art <u>  1  </u> Media <u>  1  </u> Music <u>  2  </u> PE	<u>  1  </u> Art <u>  1  </u> Media <u>  1  </u> Music <u>  2  </u> PE
# Coaches	<u>  1  </u> Literacy <u>  1  </u> Mathematics <u>  1  </u> Technology	<u>  1  </u> Literacy <u>  1  </u> Mathematics <u>  1  </u> Technology	<u>  1  </u> Literacy <u>  1  </u> Mathematics <u>  1  </u> Technology	<u>  1  </u> Literacy <u>  1  </u> Mathematics <u>  1  </u> Technology	<u>  1  </u> Literacy <u>  1  </u> Mathematics <u>  1  </u> Technology


Pemberton Elementary School Improvement Plan 2021-2022

# Instructional Assistants	<u>4</u> Kindergarten <u>10</u> Other: (General, SPED, Title I, Y3) <u>4</u> Prekindergarten	<u>4</u> Kindergarten <u>10</u> Other: (General, SPED, Title I, Y3) <u>4</u> Prekindergarten	<u>4</u> Kindergarten <u>10</u> Other: (General, SPED, Title I, Y3) <u>4</u> Prekindergarten	<u>4</u> Kindergarten <u>10</u> Other: (General, SPED, Title I, Y3) <u>4</u> Prekindergarten	<u>4</u> Kindergarten <u>10</u> Other: (General, SPED, Title I, Y3) <u>4</u> Prekindergarten
# Intervention Staff	<u>4</u> Literacy <u>0</u> Mathematics <u>0</u> Prekindergarten	<u>4</u> Literacy <u>0</u> Mathematics <u>0</u> Prekindergarten	<u>4</u> Literacy <u>0</u> Mathematics <u>1</u> Prekindergarten	<u>4</u> Literacy <u>0</u> Mathematics <u>1</u> Prekindergarten	<u>4</u> Literacy <u>0</u> Mathematics <u>1</u> Prekindergarten
# Resource Staff	<u>1</u> Counselor <u>0</u> Dean of Students <u>1</u> Social Worker <u>1</u> Student Advisors	<u>1</u> Counselor <u>0</u> Dean of Students <u>1</u> Social Worker <u>1</u> Student Advisors	<u>1</u> Counselor <u>0</u> Dean of Students <u>1</u> Social Worker <u>1</u> Student Advisors	<u>1</u> Counselor <u>0</u> Dean of Students <u>1</u> Social Worker <u>1</u> Student Advisors	<u>1</u> Counselor <u>0</u> Dean of Students <u>1</u> Social Worker <u>1</u> Student Advisors
# Other Faculty Support	<u>0</u> Family Service Coordinator <u>1</u> Program Coordinator (Judy Center)	<u>0</u> Family Service Coordinator <u>1</u> Program Coordinator (Judy Center)	<u>0</u> Family Service Coordinator <u>1</u> Program Coordinator (Judy Center)	<u>0</u> Family Service Coordinator <u>1</u> Program Coordinator (Judy Center)	<u>0</u> Family Service Coordinator <u>1</u> Program Coordinator (Judy Center)

**NEEDS ASSESSMENT 2021-2022**

Review of School Data Results	
<b>Data Sources</b>	<a href="https://wcboc.edocrina.org/v2/get-file.html?guid=85b2d984-e344-11eb-ae51-0aa6bfdd3b4b">https://wcboc.edocrina.org/v2/get-file.html?guid=85b2d984-e344-11eb-ae51-0aa6bfdd3b4b</a>
<b>IREADY</b>	<a href="https://wicboe-my.sharepoint.com/personal/rkessler_wcboe_org/Documents/Old_H_Drive/2021-2022%20School%20Year/2021-2022%20ILT/New%20folder/Grades%201-5%20iReady%20Fall%202021-2022.xlsx">https://wicboe-my.sharepoint.com/personal/rkessler_wcboe_org/Documents/Old_H_Drive/2021-2022%20School%20Year/2021-2022%20ILT/New%20folder/Grades%201-5%20iReady%20Fall%202021-2022.xlsx</a>
<b>MAP</b>	<a href="https://wicboe-my.sharepoint.com/personal/rkessler_wcboe_org/Documents/Old_H_Drive/2021-2022%20School%20Year/2021-2022%20ILT/New%20folder/Grades%201-5%20MAP%20Fall%202021-2022.xlsx">https://wicboe-my.sharepoint.com/personal/rkessler_wcboe_org/Documents/Old_H_Drive/2021-2022%20School%20Year/2021-2022%20ILT/New%20folder/Grades%201-5%20MAP%20Fall%202021-2022.xlsx</a>
<b>Climate Survey</b>	<a href="https://docs.google.com/spreadsheets/d/1sc5BrZ4MNVpCOHL4Cga9Xu6BzggQjngFjxPzR0r0F00/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1sc5BrZ4MNVpCOHL4Cga9Xu6BzggQjngFjxPzR0r0F00/edit?usp=sharing</a>
<b>Volunteer Survey</b>	<a href="https://docs.google.com/spreadsheets/d/1JhsBPMt1plPQZrvsvQOUNK96nereUff4F6ILOMEWfM/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1JhsBPMt1plPQZrvsvQOUNK96nereUff4F6ILOMEWfM/edit?usp=sharing</a>
<b>Parent and Family Interest Survey</b>	<a href="https://docs.google.com/spreadsheets/d/1UulqQRK40rq-2X75j-BjjkWMoOdwxsv0hT250oqY6cU/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1UulqQRK40rq-2X75j-BjjkWMoOdwxsv0hT250oqY6cU/edit?usp=sharing</a>
<b>PAC Meeting</b>	<p><a href="https://docs.google.com/presentation/d/1WVeLls4lONTsvEogQzXsEU9peItOqVbQBC4zSnXcoM/edit?usp=sharing">https://docs.google.com/presentation/d/1WVeLls4lONTsvEogQzXsEU9peItOqVbQBC4zSnXcoM/edit?usp=sharing</a></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Fall PAC Meeting Agenda.docx</p> </div> <div style="text-align: center;">  <p>Fall PAC Meeting Notes.docx</p> </div> <div style="text-align: center;">  <p>PAC Slideshow 2021.pptx</p> </div> </div>

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<p><b>Transition Activity</b></p>	 <p>Transition Night Agenda June 10 202</p>
<p><b>DreamBox Predictive Insights</b></p>	<p><a href="https://insight.dreambox.com/reports/predictive-insight">https://insight.dreambox.com/reports/predictive-insight</a></p>

**Needs Assessment 2021-2022**

**THIS IS NOT BASED ON OUR DATA YET**

<p><b>Data Source</b></p>	<p><b>Key Takeaways</b></p>
<p>iReady</p>	<ul style="list-style-type: none"> <li>• Based on the Fall 2021-2022 iReady Assessment: 62% of Special Education Students are two to three grade levels below</li> <li>• Based on the Fall 2021-2022 iReady Assessment: 44% of Black or African American Students are performing two or three grade levels below.</li> </ul>
<p>MAP</p>	<ul style="list-style-type: none"> <li>• Based on the Fall 2021-2022 MAP Assessment Grades 2, 3, 4, 5 the majority students are underperforming and are Low to Low Average.</li> </ul>
	<ul style="list-style-type: none"> <li>• Based on the Fall 2021-2022 MAP Assessment grades 3, 4, and 5 have over 60% of students underperforming and are in the Low-to-Low Average.</li> </ul>
<p><b>Themes Across Data Sources</b></p>	

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SPED	Students with IEPs are underperforming in reading when compared to students without IEPs.
EL	Students with EL plans are underperforming in reading when compared to students without EL services.
Gender	Both Female and Males are performing similar on the iReady.
Overall Math	There is an increase each grade level of students in the low range.

<b>Problem Statements</b>	
64% of Special Education students are two or more grade levels below grade level expectation on the iReady Assessment. 33% of Non-Special Education Students are two or more grade levels below as identified on the iReady Assessment.	
Majority of all students assessed are underperforming on the iReady Assessment	
60% of students assessed in grades 3, 4, and 5 are in the low-to-low average range as indicated on the MAP Assessment	

<b>Root Cause Analysis</b>	
Limited exposure to printed materials during the pandemic.	
Limited face-to-face interaction with students and teachers during the pandemic	
Virtual Instruction	
Limited family engagement opportunities	

**Coordinated School Initiatives 2021-2022**

**Bulleted list of School/District Programs/Events held at your school to support academic achievement, families, students, and staff. Please include any specific opportunities for addressing student learning gaps.**

Pemberton Elementary School's Math Initiative is to increase critical thinking and problem-solving skills for all students. Pemberton Elementary wants to ensure that all students in all grade levels are striving to comprehend and respond to higher level mathematical questions.

- **Pre-Kindergarten and Kindergarten** will lay the foundation for problem solving by implementing the strategies modeled by Math Professional Development Coach and Early Childhood Coach, and the Connect4Learning curriculum in Pre-Kindergarten. Pre-K3 is utilizing the Frog Street curriculum.
- **Pre-Kindergarten and Kindergarten** teachers will utilize the formative assessments provided by the approved curriculum and rubrics to inform instruction.
- **Kindergarten, Grade 1, and Grade 2** students will increase proficiency in problem solving through the implementation of Every Day Mathematics 4 (<https://ies.ed.gov/ncee/wwc/Intervention/207>), Math Meeting at a minimum of 3 times per week, and Number Talks at a minimum 2 times per week. Students will follow ST Math ([https://www.evidenceforessa.org/programs/math/elementary?field\\_evidence\\_rating=%5B4%2C5%2C7%5D&page=1](https://www.evidenceforessa.org/programs/math/elementary?field_evidence_rating=%5B4%2C5%2C7%5D&page=1) <https://www.wested.org/resources/st-math-evaluation/>) as it correlates to EM4 curriculum. Students and families will be offered the opportunity to participate in Title I sponsored family engagement nights. <https://www.wcboe.org/domain/1439> There will be two virtual and/or in-person family nights at the Salisbury Zoo and Food Lion. All family nights will engage participants in both reading and math activities.
- **Grades 1 through 5** teachers will use data from formative and summative assessments to increase students' proficiency with comprehending and solving word problems. Students will follow DreamBox Math as it correlates to EM4 curriculum.
- **Grades 3 through 5** teachers will use data from MCAP/Math to drive instruction and focus on areas of improvement to improve students' proficiency in mathematics. Students and families will be offered the opportunity to participate in Title I sponsored family engagement nights. <https://www.wcboe.org/domain/1439> There will be two virtual and/or in-person family nights at the Salisbury Zoo and Food Lion. All family nights will engage participants in both reading and math activities.
- **Kindergarten and Grades 1 through 5** students will follow DreamBox in order to provide academic equity for English Learners as well as students receiving Special Education services.
  - <https://blog.mindresearch.org/blog/equitable-access-ells>
  - <https://blog.mindresearch.org/blog/st-math-for-students-in-special-education>

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- Teachers will participate in on-going professional development on various strategies for teaching word problems and structures based on the grade level.
- Pemberton Elementary is a Pre-Kindergarten expansion-based school designed to promote high quality instruction for Pre-Kindergarteners.
- Pemberton Elementary will continue to be active with the Judy Center Partnership, faith-based partners, Salisbury University, and other outside community agencies.  
<https://www.wcboe.org/site/handlers/filedownload.ashx?moduleinstanceid=6452&dataid=7278&FileName=Pemberton%20Brochure%202019%202020%20English.pdf>
- Pemberton Elementary is a Title I funded elementary school.
- Pemberton Elementary utilizes materials of instruction to support multi-cultural and arts integration activities with the goal of improving background knowledge and cultural understanding for students.
- Pemberton Elementary School shares a Partners in Learning Compact which includes the School-Family-Student Agreement for improving student achievement. This document is included on the back of each child's Tuesday folder. This agreement is a pledge to work together to share responsibility for student learning, high achievement, and student success in school and in life. This compact is aligned with our School Improvement Plan to promote student learning, student attendance, a positive school climate and with our grade level learning outcomes. Upon request, interpreters and transportation can be provided so families can attend school functions. Documents will be translated as needed.

## Priority Statements and Measurable Goals

**One priority statement per section, SMART Goals limited to three per priority.**

<p><b>Priority Statement # 1</b></p> <p>Based on our Comprehensive Needs Assessment we have determined we need to increase the % of students reading on or above grade level as measured by the iReady Assessment</p>	<p><b>SMART Goal</b></p> <p>The percentage of our students reading on, or above grade level will increase from 41.99 % in Spring 2021 to 52% in Spring 2022 as measured by the iReady Spring Assessment.</p>
<p><b>Priority Statement # 2</b></p> <p>Based on data discussions during our Comprehensive Needs Assessment we have determined we need to increase the % of our students scoring Average or Above in the area of mathematics as measured by the MAP Assessment.</p>	<p><b>SMART Goal</b></p> <p>The percent of our students scoring average or above as measured by the MAP assessment will increase from 49.54% in Spring 2021 to 60% in 2022 on the Spring MAP Assessment.</p>



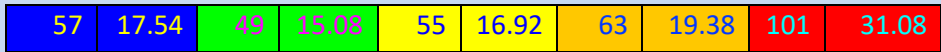
**PRIORITY 1: ESSA Category: Academic Achievement/Progress, English Language Arts**

Based on our Comprehensive Needs Assessment and Faculty Meeting Discussion, we have determined we need to increase the % of students reading on or above grade level as measured by the iReady Assessment

**SMART GOAL**

The percentage of our students reading on or above grade level will increase from 41.99 % in Spring 2021 to 52% in Spring 2022 as measured by the iReady Spring Assessment.

**DATA to SUPPORT GOAL: Needs Assessment**

Data Source	Key Takeaways
iReady	<p>41.99% of students assessed on the Spring iReady were either Early On or Mid or Above Grade level. 58.01% of students were one to three grades levels below.</p>  <p>Data Set taken from Spring iReady 2020-2021</p>

**Strategies and Effective Practices**

1.0 Teachers and staff will participate in professional development sessions which will focus on assisting in the development of Phonics and Comprehension.
1.1 If teachers participate in professional development sessions during PLCs, led by the ELA coach and Specialist, then they will be exposed to strategies to enhance phonemic awareness.
1.2 If teachers participate in professional development refresher sessions focused on phonemic awareness and comprehension of text then students will be able to apply these skills in class, on My-Path, and on the iReady Assessments.
1.3 If new teachers attend new teacher PD classes, then they will be more equipped to teach their grade level curriculum as it will have a focus on the phonics, comprehension, iReady and the criteria necessary for student success.
1.4 If teachers in Grades K-5 participate in professional development for My-Path to enhance student achievement in both phonemic awareness and comprehension. In addition, kindergarten will utilize black/white LLI books to assess and determine student successes and areas of concern.

Evidence for Literacy Programs:	Grade Level
<p><a href="#"><u>Fountas &amp; Pinnell Classroom</u></a> is a coherent system in which each instructional context is connected to the others in order to create equitable literacy opportunities for all students based on observations and analysis of student learning to teach the reader with a variety of books to lift the level of every reader through whole-group teaching of interactive read-aloud, reading mini-lessons, shared reading, phonics/spelling/word study lessons, small group teaching of guided reading, and learning by independent reading.</p> <p><a href="#"><u>Fountas &amp; Pinnell Phonics, Spelling, and Word Study Systems</u></a> are grounded in a wide base of academic research, including all the areas examined by The National Reading Panel, and reflect its recommendations for phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, the lessons reflect practical, classroom-based research in how children learn, practices that have been reconfirmed by many teachers as they have field-tested phonics lessons and word study.</p>	<p><b>K-5</b></p> <p><b>3-5</b></p>

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<p><a href="#"><u>Heggerty</u></a> curriculum is phonemic awareness lessons taught daily with explicit teacher modeling and scaffolded support, for teachers to see improvement in students’ reading, spelling, and writing, as the students learn to hear the sounds in words. Bridge the Gap is an intervention for students in 2nd grade and above. to be used in small groups with students who struggle to decode words automatically.</p>	<p><b>Pre-K-5</b></p>
<p><a href="#"><u>95 Phonics Core Program</u></a> leads to student mastery of critical early literacy skills through systematic and explicit word study and spelling instruction in grades K-3.</p>	<p><b>K-4</b></p>
<p><a href="#"><u>95% Intervention</u></a> includes Phonological Awareness Kits, Phonics Chip Kits, Phonics Lesson Library and Multisyllable Routine Cards. Phonological Awareness Lessons are sequences in order from the simplest syllable skills with compound words to the most complex phoneme substitution tasks. Phonics Chip Kits helps teachers explain phonics patterns using manipulatives and sound-spelling mapping. Phonics Lesson Library is an extensive phonics intervention program. Multisyllable Routine Cards are designed to help students solve the mystery of multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules.</p>	<p><b>K-5</b></p>
<p><a href="#"><u>Lucy Calkins Units of Writing</u></a> supports explicit instruction in opinion/argument, information and narrative writing while providing rich opportunities for practice through four “Units of Study” per grade level including teaching points, mini-lessons, conferences, and small group work. Teachers are able to use learning progressions to observe and assess students’ writing, to develop students’ use of self-monitoring strategies and to set students on trajectories of growth while providing teachers with clear advice and support for teaching efficient and effective writing workshops. Data Reports: <a href="#"><u>1</u></a>; <a href="#"><u>2</u></a>; <a href="#"><u>3</u></a>; <a href="#"><u>4</u></a></p>	<p><b>K-5</b></p>
<p><a href="#"><u>Connect4Learning (C4L)</u></a> uses a project-based approach, in which children work toward a larger goal, through high-interest learning centers that support and extend children’s growing understandings in social-emotional skills, science, literacy, and mathematics, which are all a fundamental part of daily lessons.</p>	<p><b>PREK</b></p>
<p><a href="#"><u>Fundations</u></a> is a phonics-based program targeting children who have difficulty acquiring letters/letter sounds and assimilating the sounds into words. Students are chosen based on teacher and Student Service Team recommendations. These groups include students with Individual Education Plans as well as general education students.</p>	
<p><a href="#"><u>iReady</u></a> is an online learning environment designed to assess students and provide individualized instruction in reading through phonics, comprehension, and vocabulary lessons.</p>	<p><b>K-5</b></p>
<p><a href="#"><u>My Path</u></a> is an online learning tool that provides students with individualized lessons based on their personal iReady diagnostic data. Students will receive lessons to complete on their level in phonics, comprehension, and vocabulary to show personal reading growth.</p>	<p><b>K-5</b></p>

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<a href="#">LETRS</a> is a training program allowing teachers to master the fundamentals of reading instruction. Phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language are the focuses of the LETRS program.	<b>K-5</b>
<a href="#">ABCmouse.com Early Learning Academy</a> is a subscription-based digital education program for children ages 2–9, created by Age of Learning, Inc. Subscribers can access learning activities on the ABCmouse.com website or mobile app. Subjects covered include reading and language arts, math, science, health, social studies, music, and art.	<b>Pre-K</b>
<a href="#">Frog Street Threes</a> enhances literacy development and creates a “social bridge” as children this age begin to interact and share with others. It also lays the cornerstones for math concepts such as attributes, classification, and patterns, while intergrating STEAM content throughout the week.	<b>3-year-old program-Pre-K</b>

**Milestones Include dates and data source for milestones. Milestones can be for your goals, or you can make them for your strategies if you intend to collect data for that strategy. Include at least two check points for the year. Update with data checks throughout the year as testing occurs.**

Date	Data	Explanation & Needed Adjustments
9-13-21	iReady	Kindergarten through 5 <sup>th</sup> Grade
10-14-21	F & P Running Records (School Based)	Kindergarten through 5 <sup>th</sup> Grade
1-10-22	iReady	Kindergarten through 5 <sup>th</sup> Grade (Waiting on Results to determine need)

**PRIORITY 2: ESSA Category: Academic Achievement/Progress, Mathematics**

Based on data discussions during our Comprehensive Needs Assessment we have determined we need to increase the % of our students scoring Average or Above in the area of mathematics as measured by the MAP Assessment.



**SMART GOAL**

The percent of our students scoring average or above as measured by the MAP assessment will increase from 49.54% in Spring 2021 to 60% in 2022 on the Spring MAP Assessment.

**DATA to SUPPORT GOAL: Needs Assessment**

Data Source	49.54% of students that were assessed on MAP scored (Average, Hi-Average, or High). The remaining 50.46% of students were in the (Low Average to Low).										
MAP	<p>Sample: 58% of our students are performing below grade level expectations on MAP 2.</p> <table border="1" data-bbox="361 1068 1289 1133"> <tr> <td>57</td> <td>17.54</td> <td>49</td> <td>15.08</td> <td>55</td> <td>16.92</td> <td>63</td> <td>19.38</td> <td>101</td> <td>31.08</td> </tr> </table> <p>Data Set taken from Spring 2021 MAP Growth Assessment</p>	57	17.54	49	15.08	55	16.92	63	19.38	101	31.08
57	17.54	49	15.08	55	16.92	63	19.38	101	31.08		

**Strategies and Effective Practices**

2.0 Teachers and staff will participate in professional development sessions which will focus on assisting in the development of reasoning and modeling when solving mathematical problems.
2.1 Teachers will monitor student performance by administering common assessments, analyzing results, and using the data to inform instruction.
2.2 Grade levels will benefit from enrichment and remediation using Three Reads Strategy, Notice and Wonder, Removing the Numbers, Bar Modeling, Sentence Frames, Promoting Discussions, and Addressing Flawed Reasoning.
2.3 If teachers will analyze MAP scores and Dream box lessons they can effectively gauge student understanding and implement different instructional practices as they move forward.

<b>Evidence for Math Programs:</b>	<b>Grade Level(s)</b>
<a href="#"><u>Everyday Math (EM4)</u></a> is a comprehensive mathematics program engineered for the Common Core State Standards containing a spiral curriculum that continually reinforces abstract math concepts through concrete real-world applications. Through the spiral curriculum, students are able to master key concepts by frequently revisiting content in a variety of contexts over time through the use of the web-based lessons, games, and resources offered on Connect-ED.	<b>Pre-K-5</b>
<a href="#"><u>ST Math</u></a> is a standards-aligned program that creates opportunities for students to think creatively through challenging games that help students to explore non-routine problems while building number sense instead of memorizing disconnected facts. ST Math teaches foundational concepts visually, then connects the ideas to the symbols and language. Through visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding; without language barriers, the ST Math problems are accessible to all students, <a href="#"><u>regardless of skill level</u></a> or <a href="#"><u>language background</u></a> .	<b>Pre-K</b>
<a href="#"><u>Connect4Learning (C4L)</u></a> uses a project-based approach, in which children work toward a larger goal, through high-interest learning centers that support and extend children’s growing understandings in social-emotional skills, science, literacy, and mathematics, which are all a fundamental part of daily lessons.	<b>PreK</b>

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<p><a href="#"><u>Building Blocks</u></a> is a supplemental mathematics curriculum designed to develop preschool children’s early mathematical knowledge through various individual as well as small- and large-group activities. It uses Building Blocks for Math PreK software, manipulatives, and print material. Building Blocks for Math embeds mathematical learning in children’s daily activities, ranging from designated math activities to circle and story time, with the goal of helping children relate their informal math knowledge to more formal mathematical concepts.</p>	<p><b>PreK</b></p>
<p><a href="#"><u>Dreambox</u></a> is a standards-based online platform that gives students targeted and individually designed math instruction based on their level of understanding in the domains of operation and algebraic thinking, number and operations, measurement and data, and geometry.</p>	<p><b>K-5</b></p>
<p><a href="#"><u>BrainingCamp</u></a> is a powerful and easy-to-use online math manipulative resource for teachers and students. It allows students to show concrete understanding and higher-order thinking while engaging in math lessons.</p>	<p><b>K-5</b></p>
<p><a href="#"><u>Do the Math</u></a> helps students build numerical reasoning. Created by Marilyn Burns, one of America's most trusted math educators, and a team of master educators, <i>Do The Math</i>® provides flexible, classroom-tested instruction for building numerical reasoning and confidence. Whether used for core instruction in numerical reasoning, pull-out intervention, or summer school settings, <i>Do The Math</i>® provides effective instruction at any elementary grade level.</p>	<p><b>1-2</b></p>
<p><a href="#"><u>Air Tutors</u></a> brings highly specialized 1:1 or small group tutoring in dozens of subjects to struggling students across U.S. school districts. Air Tutors provides an interactive virtual experience through a time-tested learning platform supported by quality, bilingual tutors with 9+ years of teaching experience on average in the U.S. The virtual high dosage tutoring is available seven days a week during and after school to fit busy schedules. Every program is customized to meet students' individual needs and is aligned with the specific requirements of each school district. The measured and consistent student achievement across districts and institutions brought the Air Tutor team to guide Harvard University and Brown University on effective tutoring practices.</p>	<p><b>4-5</b></p>

**Milestones** Include dates and data source for milestones. Milestones can be for your goals or you can make them for your strategies if you intend to collect data for that strategy. Include at least two check points for the year. Update with data checks throughout the year as testing occurs.

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Date	Data	Needed Adjustments
9-27-21	iReady	Kindergarten through 5 <sup>th</sup> Grade
1-24-22	iReady	Kindergarten through 5 <sup>th</sup> Grade (Waiting on Results to determine need)

**Appendices:**

**School’s ESSA Report Card for 2019**

[Maryland Report Card - ReportCards - ReportCardSchool](#)

**School’s Disproportionality Plan**

[https://wicboe-my.sharepoint.com/personal/rkessler\\_wcboe\\_org/Documents/Old\\_H\\_Drive/2021-2022%20School%20Year/2021-2022%20Disproportionality%20Plan/Pemberton%20Elementary%20Disproportionally%20Plan%202021-2022.docx](https://wicboe-my.sharepoint.com/personal/rkessler_wcboe_org/Documents/Old_H_Drive/2021-2022%20School%20Year/2021-2022%20Disproportionality%20Plan/Pemberton%20Elementary%20Disproportionally%20Plan%202021-2022.docx)

**School’s PBIS Plan (Condensed Version)**

[https://wicboe-my.sharepoint.com/personal/rkessler\\_wcboe\\_org/Documents/Old\\_H\\_Drive/2021-2022%20School%20Year/2021-2022%20SIP%20Plan/2021-2022%20Pemberton%20Elementary%20School%20Improvement%20Plan.docx](https://wicboe-my.sharepoint.com/personal/rkessler_wcboe_org/Documents/Old_H_Drive/2021-2022%20School%20Year/2021-2022%20SIP%20Plan/2021-2022%20Pemberton%20Elementary%20School%20Improvement%20Plan.docx)