

BOARD OF EDUCATION OF WICOMICO COUNTY

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Success - Every Student, Every Day

Pemberton Elementary School

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Salisbury, MD 21801

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pes.wcboe.org

 Pemberton Elementary



School Improvement Plan

September 2018

**PEMBERTON ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2018-2019**

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Title I Executive Summary

Principal: Melissa Eiler

Assistant Principal: Carla Hicks

School Improvement Team Members:

Last Name	First Name	Position
McDonough	Heather	ILT Chair and Fourth Grade Teacher
Eiler	Melissa	Principal
Hicks	Carla	Assistant Principal
Barnes	Brooke	Judy Center Representative
Curtis	Maria	Title I Representative
Willemin	Jared	Parent
Koerner	Melissa	Judy Center Steering Committee Representative
Malone	Cindy	Kindergarten Teacher
Smith	Pam	First Grade Teacher
Owens	Staci	Second Grade Teacher
Noonan	Sharon	Third Grade Teacher
Thomas	Arnetta	Fifth Grade Teacher
Spicer	Heather	Reading Intervention Teacher
Linzey	Lori	Math PD Coach
Wheeler	Stacy	Reading PD Coach
Cushman	Kristi	Technology PD Coach
Moloy	Shannon	Paraprofessional
Aydelotte	Stephanie	Special Education Teacher
Bell	Shonda	Guidance Counselor/PBIS Representative

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School Summary (Our school’s official accountability report card may be accessed at www.mdreportcard.org.)

STUDENT ENROLLMENT INFORMATION:

Grade Range <u>PreK3-Grade 5</u>	2015-16		2016-17		2017-18		2018-19	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total Enrollment (<i>as of 9/17/18</i>)	565		540		563		580	
Hispanic	27	4.78%	26	4.81%	28	4.97%	29	5%
Black	294	52.04%	275	50.93%	311	55.23%	325	56.03%
White	167	29.56%	161	29.81%	145	25.75%	138	23.79%
Asian	33	5.84%	29	5.37%	29	5.15%	27	4.65%
Native American	2	0.35%	2	0.37%	4	1%	1	.17%
Pacific Islander							2	.34%
2 or more							58	10%
English Language Learners	73	12.92%	59	10.93%	52	9%	54	9.31%
Homeless	19	3.36%	19	3.52%	25	4%	12	2%
Foster Care	0	0%	0	0%	0	0%	4	.7%
Free and Reduced Meals (FARMS)		70.80%		70.19%		69.63%		68%
Attendance Rate (<i>as of 6/1</i>)		95.43%		94.70%		94.31%		
Title I Program Designation X Schoolwide _____ Targeted Assistance								

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SCHOOL FACULTY AND ADMINISTRATION:

	2015-16	2016-17	2017-18	2018-19
# Administrators	2	2	2	2
# General Education Teachers	27	27	26	28
# Special Education Teachers	4	5	5	5
# Special Area Teachers	<u> 2 </u> /Art <u> 0 </u> /Media <u> 1 </u> /Music <u> 2 </u> /PE	<u> 2 </u> /Art <u> 0 </u> /Media <u> 1 </u> /Music <u> 2 </u> /PE	<u> 2 </u> /Art <u> 0 </u> /Media <u> 1 </u> /Music <u> 2 </u> /PE	<u> 2 </u> /Art <u> 0 </u> /Media <u> 1 </u> /Music <u> 2 </u> /PE <u> 1 </u> /Drama
# 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> 2 </u> /Technology
# Instructional Assistants	<u> 4 </u> /Kindergarten <u> 3 </u> /Other <u> 4 </u> /Prekindergarten	<u> 4 </u> /Kindergarten <u> 3 </u> /Other <u> 4 </u> /Prekindergarten	<u> 4 </u> /Kindergarten <u> 3 </u> /Other <u> 5 </u> /Prekindergarten	<u> 4 </u> /Kindergarten <u> 2 </u> /Other <u> 4 </u> /Prekindergarten <u> 2 </u> /Prekindergarten3
# Intervention Staff	<u> 3 </u> /Literacy <u> 1 </u> /Mathematics <u> 0 </u> /Prekindergarten	<u> 3 </u> /Literacy <u> 1 </u> /Mathematics <u> 1 </u> /Prekindergarten	<u> 2 </u> /Literacy <u> 2 </u> /Mathematics <u> 1 </u> /Prekindergarten	<u> 2 </u> /Literacy <u> 2 </u> /Mathematics <u> 1 </u> /Prekindergarten
# Resource Staff	<u> 1 </u> /Counselor <u> 0 </u> /Dean of Students <u> 0 </u> /Social Worker <u> 1 </u> /Student Advisors	<u> 1 </u> /Counselor <u> 0 </u> /Dean of Students <u> 0 </u> /Social Worker <u> 1 </u> /Student Advisors	<u> 1 </u> /Counselor <u> 0 </u> /Dean of Students <u> 0 </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> 0 </u> /Program Coordinator	<u> 0 </u> /Family Service Coordinator <u> 0 </u> /Program Coordinator	<u> 0 </u> /Family Service Coordinator <u> 0 </u> /Program Coordinator	<u> 0 </u> /Family Service Coordinator <u> 1 </u> /Judy Center Program Coordinator

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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.

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School Improvement Plan Summary Narrative:

Pemberton Elementary Literacy Initiative is to increase the comprehension of grade level text for all students. Pemberton Elementary wants to ensure that all students level K-5 are striving to read at or above grade level expectations across all content areas. Pemberton Elementary will ensure that Pre-Kindergarten students are building their foundation skills of early literacy behaviors.

- **Pre-Kindergarten** students will be monitored using the Fountas and Pinnell Early Literacy Behaviors Assessment via pre-and post-assessments to determine readiness.
- **Pre-Kindergarten and Kindergarten** students will have various experiences with a variety of fiction texts as read alouds, participate in theme-based centers, and respond to text and theme-based instruction during Kid Writing activities including journal writing. Students will be provided opportunities to practice their listening and speaking skills.
- **Kindergarten** will be exposed to Alpha-Level Texts A-D by the end of the year. Students will meet in differentiated guided reading groups to read and comprehend text at their instructional levels.
- **Kindergarten, Grades 1 and 2** will use running records and BAS data to monitor growth. 60% percent of the students will be reading at instructional level D by year's end. **Grades 1 and 2** will use data collected from interim assessments and running records to guide instruction. All students in Grades 1 and 2 will gain 6 months growth in reading.
- **Grades 3, 4 and 5** will be exposed to a variety of genre' in reading as well as other content areas. Student progress will be monitored via interim test(s), Reading Inventory (RI), PARCC, and running records. All teachers will utilize effective reading strategies in content areas, as well as provide a variety of daily writing opportunities. Small group instruction will be based on needs and differentiated as activity dictates. Students will gain 100 points on the RI.
- Teachers will participate in on-going professional development and implement the reading comprehension strategies as part of their instructional practice.

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Pemberton's Math Initiative is to increase critical thinking and problem-solving skills for all students. Pemberton 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 Lead Teacher, and the new Connect4Learning curriculum in Pre-Kindergarten.
- **Pre-Kindergarten and Kindergarten** teachers will create common formative assessments 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, Math Meeting at a minimum of 3 times per week, and Number Talks at a minimum 2 times per week.
- **Grades 1 through 5** teachers will use data from Interim Assessments to increase students' proficiency with comprehending and solving word problems. Teachers will increase the number of students scoring proficient or above on the County Interim Assessments by 10%. Students will increase their fact fluency rate with the ST Math Fluency program.
- **Grades 3 through 5** teachers will use data from PARCC to drive instruction and focus on areas of improvement to improve students' proficiency in mathematics.
- Teachers will participate in on-going professional development on various strategies for teaching word problems and structures based on the grade level.

Academic Data w/ Action Steps and Strategies

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Literacy

Wicomico utilizes several data points to accurately inform instruction in reading at all levels. Incoming Kindergarten students are assessed for readiness using the *Kindergarten Readiness Assessment (KRA)*, Kindergarten through grade 2 students are assessed for reading decoding skills, word recognition, reading fluency, comprehension, and writing in response to reading using the *Benchmark Assessment System (BAS)*. Students in grades 2 through 5 are assessed for reading comprehension using the *Reading Inventory (RI)*. Local assessments measuring student progress toward meeting the demands of the Maryland College and Career Ready Standards have been developed to more closely resemble the PARCC assessments. These assessments are critical in determining how students are progressing toward achieving proficiency on the PARCC assessment and in reducing achievement gaps. In 2014-15, reading labs were set up in all middle schools. These labs utilized four reading intervention programs: *Wilson Reading System*, *Just Words*, *Read Naturally* and *Leveled Literacy Intervention*. Students are placed in the different programs depending on need. At the High School level district assessments as well as State High School Assessments (HSA) and RI provide data on student proficiencies.

Pemberton staff will begin the school year by creating a school-wide vision for literacy to maintain instructional coherence throughout PreK-5th grades. All staff will create and decide upon a core set of values that establish a vision for literacy. Our core values will create a common language and will be reflected throughout daily instruction, professional learning opportunities, and a commitment to instructing toward proficiency in all areas of literacy. Pemberton staff will deepen their understanding of professional learning materials using The Continuum of Literacy Learning and Guided Reading so that we understand what proficiency looks like for students.

Program	Grade Level
Benchmark Assessment System (BAS)	K-2
Guided Reading, Fountas and Pinnell	K-5
Interactive Read Aloud, Fountas and Pinnell	K-1
Leveled Literacy Intervention	K-3
Foundations	K-1
Reading A - Z	K-2

https://www.researchgate.net/profile/Angela_Wiseman/publication/225951857_Interactive_Read_Alouds_Teachers_and_Students_Constructing_Knowledge_and_Literacy_Together/links/56151d2308aec622441198e9.pdf?inViewer=true&pdfJsDownload=true&disableCoverPage=true&origin=publication_detail

http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_research_final.pdf

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Literacy Data Charts:

Reading Inventory (RI)

Grade Level	2015-2016 % of Students Advanced	2016-2017 % of Students Advanced	2017-2018 % of Students Advanced	Sept. 2018-2019 % of Students Advanced	2015-2016 % of Students Proficient	2016-2017 % of Students Proficient	2017-2018 % of Students Proficient	Sept. 2018-2019 % of Students Proficient	2015-2016 % of Students Basic	2016-2017 % of Students Basic	2017-2018 % of Students Basic	Sept. 2018-2019 % of Students Basic	2015-2016 % of Students Below Basic	2016-2017 % of Students Below Basic	2017-2018 % of Students Below Basic	Sept. 2018-2019 % of Students Below Basic
2 nd	18	26	26	N/A	23	30	19	N/A	24	23	19	N/A	35	21	34	N/A
3 rd	11	10	16	6	35	37	36	34	30	28	31	22	24	25	13	38
4 th	14	8	5	5	34	36	29	23	22	20	28	36	30	36	36	35
5 th	11	17	15	5	40	37	38	28	34	11	26	28	15	26	20	39
Overall RI	10	16	15		33	34	31		26	23	26		31	27	26	

Strengths: Overall 50% of our students performed at the proficient or advanced levels on the Reading Inventory.

Opportunities for Improvement: All teachers will implement the reading comprehension strategies such as inferencing with specific focus on determining the meaning of words and phrases using grade level text and choosing from a range of strategies as outlined in the grade level standards. Strategies can be found in the Implementation Steps/Strategies/Professional Development in the School Improvement plan.

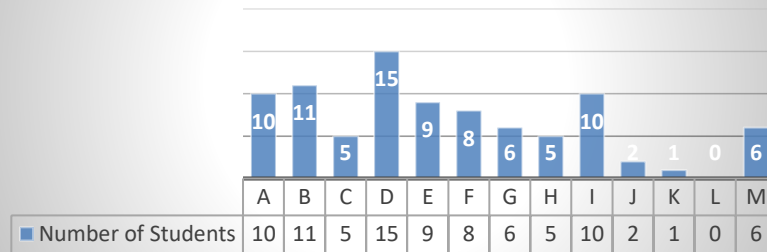
BAS (Benchmark Assessment System) 2017-2018 Final Data:

Grade Level	% of Students Above Grade Level (Exceeds Expectations)	% of Students At Grade Level (Meets Expectations) Scores based on student performance at level expected at time of testing K=D 1=H/I 2=L/M	% of Students Below Grade Level (Does Not Meet Expectations plus Approaching Expectations)
Kindergarten	53%	17%	20%
1 st	44%	32%	24%

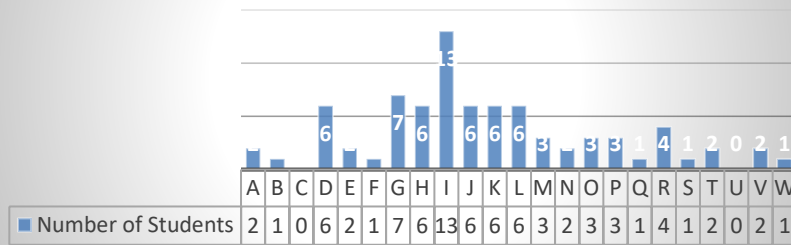
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2 nd	46%	21%	33%
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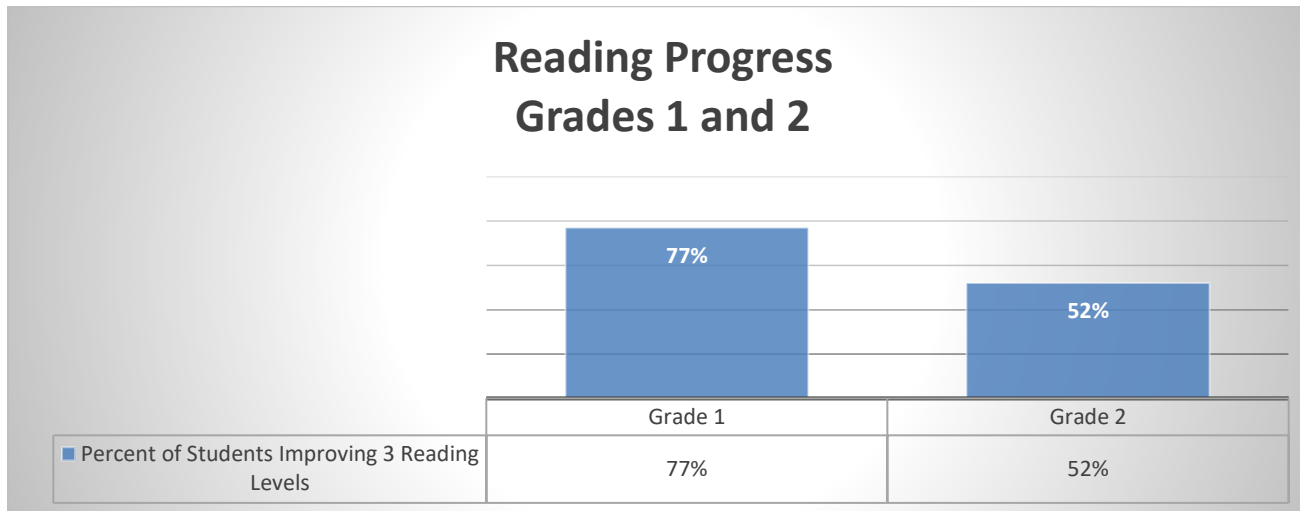
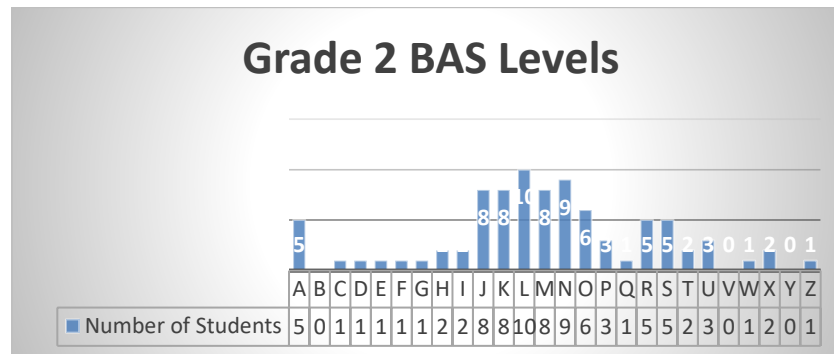
Kindergarten BAS Levels



Grade 1 BAS Levels



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BAS Data Summary: 70% of Kindergarten students were at or above grade level. First grade had 76% of students at or above level, and 2nd grade was 67% at or above level. There was a decrease in the number of students meeting expectations as the grade level increased. We will continue to utilize intervention teachers to improve reading scores and utilize the RTI model to identify students in need of interventions in decoding, fluency and comprehension. The Student Services Team (SST) will review student growth and make referrals for Tier 2 and 3 interventions. All teachers will implement the reading comprehension strategies outlined in the Implementation Steps/Strategies/Professional Development in the School Improvement plan.

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Pre-Kindergarten Report Card Elements Fourth Term Results:

Key Indicator	2015-2016 % of Students Proficient	2016-2017 % of Students Proficient	2017-2018 % of Students Proficient	2015-2016 % of Students In Progress	2016-2017 % of Students In Progress	2017-2018 % of Students In Progress	2015-2016 % of Students Needs Development	2016-2017 % of Students Needs Development	2017-2018 % of Students Needs Development
Demonstrates decoding of words through phonics and word	46	44	32	44	44	25	9	12	11
Demonstrates understanding of basic features of print	72	72	42	22	24	23	6	4	3
Demonstrates understanding of spoken words and sounds	50	56	31	44	30	28	6	14	9
Reading Informational Text									
Actively engages in group reading activities with purpose	81	84	45	17	16	22	2	0	1
Through listening, answers questions about key ideas	56	60	39	43	40	28	2	0	1
Reading Literature									
Actively engages in group reading	81	84	53	17	16	15	2	0	0

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activities with purpose									
Through listening, answers questions about key ideas	72	80	40	26	20	27	2	0	1

Pre-Kindergarten students performed well in the areas of reading informational skills and reading literature. For the 2018-2019 school year, Pre-Kindergarten teachers will implement and use the data from Fountas and Pinnell Early Literacy Behaviors Assessment as pre- and post-assessments to determine readiness. Teachers will continue to utilize the Morning Message (CLI) and Kid Writing and journals to increase knowledge of phonemic and phonological awareness as well as concepts of print. Teachers will implement the reading comprehension strategies outlined in the Implementation Steps/Strategies/Professional Development in the School Improvement plan.

Kindergarten Report Card Elements Fourth Term Results:

Key Indicator	2015-2016 % of Students Proficient	2016- 2017 % of Students Proficient	2017-2018 % of Students Proficient	2015-2016 % of Students In Progress	2016-2017 % of Students In Progress	2017-2018 % of Students In Progress	2015-2016 % of Students Needs Development	2016-2017 % of Students Needs Development	2017-2018 % of Students Needs Development
Reading Foundational Skills									
Grade-Level Phonics	78	79	60	20	14	29	2	7	5
Reads Emergent	74	72	64	24	19	21	2	9	9
Understanding Print	84	88	78	16	7	15	0	5	1
Understanding Spoken Words	76	85	68	22	13	25	2	2	1
Reading Informational Text									

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Actively Engages	87	86	80	13	13	12	0	1	2
Listening Informational Text	90	90	78	10	10	14	0	0	2
Reading Literature									
Actively Engages	92	88	79	8	10	13	0	2	2
Listening	89	91	79	11	9	14	0	0	1

The majority of Kindergarten students are proficient in reading foundational skills, informational text and reading literature. Teachers will continue to use data, running records and BAS to guide instruction. Students will be given opportunities to practice their listening and speaking skills as well as participate in Kid Writing and journal activities. Pre-Kindergarten and Kindergarten teachers will implement the reading comprehension strategies outlined in the Implementation Steps/Strategies/Professional Development in the School Improvement plan.

Interim Assessments: 1-5

Grade	Interim 1			Interim 2			Interim 3			Interim 4		
	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
1 st	27%	40%	31%	25%	30%	41%	9%	34%	55%	10%	38%	51%
2 nd	4%	16%	77%	3%	14%	80%	13%	27%	60%	10%	27%	62%
3 rd	8%	24%	66%	3%	22%	72%	3%	19%	75%	N/A	N/A	N/A
4 th	3%	29%	67%	3%	16%	79%	0%	19%	81%	N/A	N/A	N/A
5 th	4%	19%	70%	4%	30%	63%	0%	13%	87%	N/A	N/A	N/A

Strengths: Grade 1: Students used illustrations and details in a story to describe its characters, setting or events. Students identified who is telling the story at various points in a text. Students identified the reasons an author gives to support points in a text. Grade 2: Students were above the County Interim Average. Grade 3: Students determine or clarify the meaning of unknown and multiple meaning words and phrases. Students used text features and search tools to locate information. Grade 4: Students determined a theme of story, drama or poem from details in the text and summarize the text. Grade 5: Students determined the meaning of the unknown word and multiple meaning words.

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Opportunities for Improvement:

Daily practice of reading strategies outlined in the domains given in Maryland College and Career Ready Standards (MCCRS) will still be our focus to help students handle any type of reading assessment they are given. Action will be taken to enrich our culture of reading through schoolwide literacy initiatives. Teachers will implement the reading comprehension strategies outlined in the Implementation Steps/Strategies/Professional Development in the School Improvement Plan.

**PARCC Data
Reading**

Grade	2015-2016 % of Students Exceeds	2016-2017 % of Students Exceeds	2017-2018 % of Students Exceeds	2015-2016 % of Students Met Expectations	2016-2017 % of Students Met Expectations	2017-2018 % of Students Met Expectations	2015-2016 % of Students Below Expectations	2016-2017 % of Students Below Expectations	2017-2018 % of Students Below Expectations
3rd	0	0	0	26	29.2	27.8	74	70.8	72.3
4th	2	1.4	2.7	32	16.1	28.8	66	82.5	68.5
5th	0	0	0	25	20	30.7	75	80	69.3

Strengths: Grade 4 students (15%) and Grade 5 students (10.3%) had a significant increase of the students meeting or exceeding expectations on the PARCC ELA assessment.

Opportunities for Improvement: Teachers will continue to focus on daily practice of reading strategies outlined in the domains given in Maryland College and Career Ready Standards (MCCRS). Grade level standards will still be our focus to help students read and comprehend a variety of texts. Teachers will also increase writing opportunities and computer usage to help students refine their writing and technology skills needed to be more successful on the PARCC. All teachers will implement the reading comprehension strategies outlined in the Implementation Steps/Strategies/Professional Development in the School Improvement plan.

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Strategy Goal 1:

Measurable Improvement Goal	Target Group(s)	Milestone Progress	End of Year Goal	Met/ Not Met
<p>Target Student Goal:</p> <p>Increase in Comprehension of all students</p> <p>Pre-K:</p> <ul style="list-style-type: none"> • August/September: Students will have a baseline score from the Early Literacy Behaviors Assessment. • Mid-year/end of year: Students will take second and third administration of Early Literacy Behaviors Assessment to monitor progress. • Report cards and informal data will be used to monitor progress. 	<p>All Students:</p> <ul style="list-style-type: none"> • Pre-K: Based on the Early Literacy Behaviors Assessment 	<p>Baseline data will be collected:</p> <ul style="list-style-type: none"> • Pre-K: Teachers will administer the Fountas and Pinnell Early Literacy Behaviors Assessment by end of September. • Pre-K teachers will use the Early Literacy Behaviors Assessments, report card, progress reports, and informal observational data. 	<p>By the end of the 2018-2019 school year, all students will increase their comprehension by:</p> <ul style="list-style-type: none"> • Pre-K: Students will score at the 80% on the ELB Assessment. 	<ul style="list-style-type: none"> • June 2018 data: 57% of students scored 80% or higher on the ELB

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Measurable Improvement Goal	Target Group(s)	Milestone Progress	End of Year Goal	Met/ Not Met
<p>Kindergarten</p> <ul style="list-style-type: none"> • End of term 1 students will be exposed to an A level text. Running records will be a form of documentation. • End of term 2 students will be exposed to a B level text. Running records will be a form of documentation. • End of term 3 students will be exposed to a C level text. Running records will be a form of documentation. • End of term 4 students will be exposed to a D level text. Running records will be a form of documentation. 	<ul style="list-style-type: none"> • Based on the Progress Monitoring Chart. 	<ul style="list-style-type: none"> • Teachers will administer informal running records on students by end of September. • For students that have an incoming BAS level, text will be used at that level. • K-2 teachers will use quarterly running records and BAS data. 	<ul style="list-style-type: none"> • 60% of students will be reading at an instructional D level by the end of school year. 	

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Measurable Improvement Goal	Target Group(s)	Milestone Progress	End of Year Goal	Met/ Not Met
<p>Grade 1</p> <ul style="list-style-type: none"> Students will make growth of at least three alpha levels during the 2018-2019 school year, using running records as informal data collection on the Guided Reading Level Growth Expectations chart. <p>Grade 2</p> <ul style="list-style-type: none"> Students will make growth of at least three alpha levels during the 2018-2019 school year, using running records as an informal data collection on the Guided Reading Level Growth Expectations chart. 	<ul style="list-style-type: none"> Based on the BAS Administration and the Reading Level Growth Expectations Chart. Based on the BAS Administration and the Reading Level Growth Expectations Chart. 	<ul style="list-style-type: none"> Teachers will use the 2017-2018 BAS scores to begin guided reading in September. BAS window will open during this instructional period. Teachers will use the 2017-2018 BAS scores to begin guided reading. 	<ul style="list-style-type: none"> 60% of students will gain 6 months in growth based on using running records as an informal data collection 60% of students will gain 6 months in growth, using running records as an informal data collection tool, BAS as formal data and gain 80 Lexiles on the Reading Inventory (RI). 	

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Measurable Improvement Goal	Target Group(s)	Milestone Progress	End of Year Goal	Met/ Not Met
<p>Grades 3, 4 and 5</p> <ul style="list-style-type: none"> By the end of the 2018-2019 school year, 60% students will gain at least 100 points as measured from the fall to spring administration of the Reading Inventory (RI) 	<ul style="list-style-type: none"> Based on the RI Administration in the Fall and Spring 	<ul style="list-style-type: none"> Fall to Spring administration of the Reading Inventory. Quarterly Running Records Grade 4 -January Reading Inventory 	<ul style="list-style-type: none"> By the end of the 2018-2019 school year, 60% students will gain at least 100 points as measured from the fall to spring administration of the Reading Inventory. 	

Implementation Steps/Strategies/Professional Development	Person(s) Responsible	Time Line
<p>Strategy: Teachers will complete Pre-Assessments based on goals (ELB, running records, BAS, progress reports, anecdotal notes, etc.)</p> <p>Steps:</p> <ul style="list-style-type: none"> Data will be discussed on a quarterly/term basis in PLC's to review progress. Data binders will be required by all teachers to collect all forms of data based on goals and above assessments. Teachers will utilize the Guided Reading Level Growth Expectations chart and the Progress Monitoring Chart to determine measurable growth. <p>Professional Development:</p> <ul style="list-style-type: none"> The Literacy Coach will provide training on informal running records in accordance with data needed for baseline. The Literacy Coach will provide training on collecting observational/anecdotal data. 	<p>Classroom teachers</p> <p>Intervention Teachers</p> <p>Literacy Coach</p>	<p>On-going</p> <p>August/September faculty meetings and/or PLC</p>

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<ul style="list-style-type: none"> • The Literacy Coach will provide a BAS refresher. • The Literacy Coach will provide an ELB refresher. • The Literacy Coach will provide a review of how to utilize the Guided Reading Level Growth and Progress Monitoring charts. 		
<p>Strategy: Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Teachers will access County Interim Assessment data, BAS, Monthly Running Records, Common Assessments, RI, and report card/progress reports each (term, cycle, bi-monthly) in PLC's/Faculty Meetings to analyze strengths and weaknesses in each grade level/classroom in comprehension. Goals will be set during this analysis to assist in making school-wide goals. • Teachers will use all data to track individual students for regrouping of students according to their needs (enrichment/intervention). In addition, teachers will use the Continuum of Literacy to instruct Guided Reading groups based on the BAS/Running records. • Pre-K and K highly qualified Instructional Assistants are trained to collect anecdotal notes on students to assist teachers with differentiated instruction. • Intervention teachers will provide research- based intervention programs such as: LLI, Foundations, Read Naturally, RISE, etc. to those students identified. <p>Professional Development:</p> <ul style="list-style-type: none"> • Literacy Coach will review how to access data from eDoctrina and determine students at all performance levels. • Intervention Coach/SPED staff will review interventions to aid teachers/SST team in the correct placement of below level students. • Literacy Coach/Intervention Coach will review how to analyze items, running records, etc. to differentiate instruction in the classroom. • Literacy Coach/Intervention Coach will provide training to collect information for differentiated instruction using anecdotal notes. • Literacy Coach will work with teachers to increase understanding of the Continuum of Literacy and how to effectively use it to instruct Guided Reading Groups within the classroom. 	<p>Classroom Teachers</p> <p>Intervention Teachers</p> <p>Administration</p>	<p>On-going</p>
<p>Strategy: Utilize before, during, and after reading strategies to meet the needs of diverse learners and improve</p>	<p>Teachers</p>	<p>On-going</p>

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<p>learning in reading in all classes.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Teachers will use text dependent questions to respond to reading to increase comprehension. Student responses can be in the form of oral or written explanation, EBSRs (evidenced based selected response) questions, and CRs (constructed response). • Teachers will engage students in varied and frequent reading/writing activities to support reading comprehension. • Teachers will continue to utilize county provided resources to increase understanding of how to effectively teach the MDCCRS to meet goal. (Common Core Lesson Book, Lucy Calkins Units of Study for Writing, Phonics Lessons Continuum, Guided Reading, etc.) • Teachers will continue to utilize effective strategies when reading and writing in the content area for information such as, science and social studies. • Teachers will plan a variety of daily writing opportunities in all content areas. Focus programs are: Kid Writing and Lucy Calkins Units of Study for Writing. In addition to EBSRs and CRs, students writing can be in the form of notes, journals, and charts. Opportunities are given to students to use technology as a presentation of writing. Writing prompts related to reading are utilized for research simulation task, literary analysis, and narrative writing. Common writing prompts will be created, and PARCC writing rubrics and Lucy Calkins writing rubrics will be used to evaluate student writing. Student writing artifacts are posted each month inside and outside the classrooms. • Teachers will provide small group instruction, based on students’ needs, daily to accelerate student learning in reading through the use of materials at the students’ instructional level such as classroom libraries, Comprehension Toolkit, Alpha-Leveled Readers, Fountas and Pinnell guided reading books with lesson folders, novels and other supplemental activities for practice and reinforcement. • Teachers (Grades K-2) will incorporate Fountas and Pinnell Interactive Read Aloud piece to model language structure, fluency, and complex thinking. Additionally, they will utilize Fountas and Pinnell reading mini-lessons during whole group reading. <p>Professional Development:</p> <ul style="list-style-type: none"> • The Literacy Coach will utilize coaching cycles to support the launching and implementation of Lucy Calkins writing workshop through demonstrating and co-teaching lessons as well as debriefing and providing feedback to teachers. • The Literacy Coach will meet with the teachers to provide professional development on how to use writing samples to drive instruction in both reading comprehension and writing. • The Literacy Coach will demonstrate effective use of text dependent questions through the co- 	<p>Intervention Teachers</p> <p>Literacy Coach</p>	
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<p>teaching model and the creation of EBSRs and CRs.</p> <ul style="list-style-type: none"> • The Literacy Coach will review all resources available to teachers to guide instruction of the MDCCRS. • The Literacy Coach will share effective ways to utilize Fountas and Pinnell guided reading books and lesson folders. • The Literacy Coach will continue to provide training and demonstration on Fountas and Pinnell Interactive Read Aloud as needed. • Christy Curran, Lucy Calkins consultant, will work closely with 6 teachers (one from each grade level) to establish a learning lab site for all K-5 colleagues in the county as well as Pemberton staff to continue professional growth with Writer’s Workshop. 		
<p>Strategy: Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Students will develop speaking and listening skills to increase comprehension by using the following options, but not limited to: turn and talk, teaching and discussing how to ask clarifying questions during presentations, close analytic reading with text dependent questions through complex text read aloud, discussion of current events, theme related topics, personal interests, and directed conversation. • Teachers will continue integrating the Arts to enrich learning and promote greater understanding and understanding of ideas presented. • Teachers will have the opportunity to create integrated arts lessons with our music teacher in order to extend the learning of MDCCRS. • Pre-Kindergarten teachers will utilize the Common Language Standards to prepare students for KRA (Kindergarten Readiness Assessment) and the ELB (Early Literacy Behaviors assessment). <p>Professional Development:</p> <ul style="list-style-type: none"> • The Literacy Coach will present ideas on how to teach the Speaking and Listening standards of the MDCCRS. • Art and music teachers will provide ideas on how to integrate the content areas. • The Literacy Coach will work with the Pre-K teachers to understand the connection between the Common Language Standards and the KRA/ELB assessments. 	<p>Classroom Teachers</p> <p>Literacy Coach</p> <p>Arts Teachers</p> <p>Administration</p>	<p>On-going</p>
<p>Strategy: Implement activities in reading to foster a home-school connection to improve student comprehension and achievement.</p>	<p>Classroom Teachers</p>	<p>On-going</p>

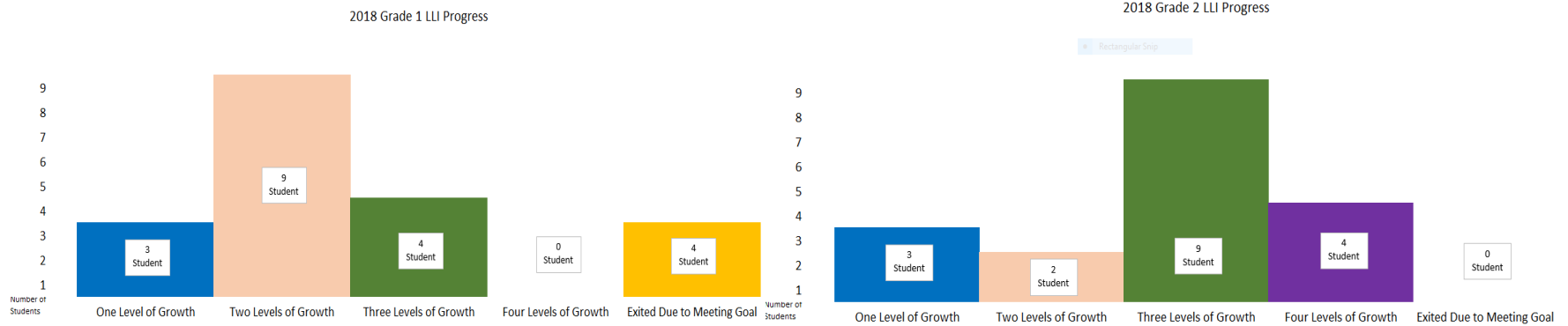
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<p>Steps:</p> <ul style="list-style-type: none"> Families will be offered Reading Nights that will provide them with an understanding on how to choose a text, talk with the child and write about books they read at home. Grade level specific resources may be provided to parents, such as, writing journals, high frequency words/lists, phonics games, library card applications, books, etc. Pre-K families will utilize the Raising a Reader program to have access to a variety of reading genre at home. <p>Professional Development:</p> <ul style="list-style-type: none"> The Literacy Coach will provide PD on parent friendly resources and reading websites as requested/needed. Pre-K lead teacher will provide PD on the Raising a Reader program. 	<p>Intervention Teachers</p> <p>Literacy Coach</p> <p>Parents</p> <p>Administration</p>	
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Quarterly Progress Results	Quarterly Progress Results	Quarterly Progress Results	Final Progress Results
<p>Kindergarten BAS Data: Baseline data will be available during Term 2.</p> <p>Grade 1: BAS 69% at or exceeding Interim 69.82% proficient</p> <p>Grade 2: BAS 52% at or exceeding Interim 47.64% proficient RI 32% proficient/advanced</p> <p>Grade 3: Interim 45% proficient RI 31% proficient/advanced</p> <p>Grade 4: Interim 48.82% proficient RI 15% proficient</p> <p>Grade 5: Interim 53.73% proficient RI 40% proficient/advanced</p>			

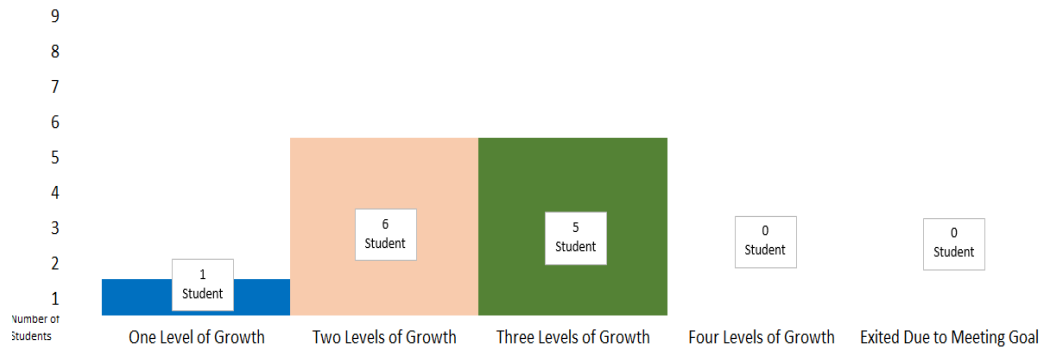
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Students reading below grade level in Grades 1 - 3 can be provided intervention in the Leveled Literacy Intervention (LLI) Program. The Benchmark Assessment System (BAS) will be used to monitor students' progress. Three Intervention Teachers meet with 50 students daily to provide intervention. This Intervention includes a home assignment for parents and students to read together and parents can further support students' progress.



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2018 Grade 3 LLI Progress



Mathematics

Conceptual understanding is critical for students to be able to use and apply mathematics learning outside of the classroom. Strategies and evidence-based practices will continue to focus on this need. Although there will be different professional development at different levels, there is one initiative guiding all math teachers. This is the need to raise the level of questioning during instruction. Our focus will be to raise the level of student understanding using higher level questions.

The Elementary grades are focusing on number sense and reasoning using Number Talks versus memorizing procedures. Secondary teachers are extending this notion by offering contextual problems that promote problem solving and conceptual understandings. All lessons must promote the eight Math Practices as stated in MDCCRS. Interim Assessments are designed to assess conceptual understandings that stretch beyond basic computation. Teachers in grades 1-8, algebra 1, geometry and algebra 2 will integrate problems from the Promoting the Practices (P3) booklets that were prepared by the math professional development coaches. Teachers have received professional development on these high-level problems that push student thinking while developing perseverance and understandings.

Program	Grade Level
Building Blocks	PreK
ST Math	K-5
ST Math Fluency	1-5
Stock Market Game	4-5

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Mathematical Thinking Pre-Kindergarten

Key Indicators	2015-2016 % of Students Proficient	2016-2017 % of Students Proficient	2017-2018 % of Students Proficient	2015-2016 % of Students In Progress	2016-2017 % of Students In Progress	2017-2018 % of Students In Progress	2015-2016 % of Students Needs Development	2016-2017 % of Students Needs Development	2017-2018 % of Students Needs Development
Classifies Objects	93	96	62	7	4	6	0	0	0
Counts by rote 1-10	91	90	63	7	8	5	2	2	0
Counts objects in a group 1-10	89	90	60	7	8	8	4	2	0
Demonstrates understanding of size	96	96	63	2	4	5	2	0	0
Makes groups of objects 1-10	76	80	50	18	18	18	6	2	0
Recognizes and names shapes	28	48	28	65	50	35	7	2	5
Recognizes numerals 0-10	63	70	55	30	22	11	7	8	2

Pre-Kindergarten students will be given opportunities to practice their shape recognition naming skills as well as recognizing numerals 0-10. Teachers will use the knowledge from professional development to improve upon these areas. All teachers will implement the math strategies outlined in the Implementation Steps/Strategies/Professional Development in the School Improvement plan.

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Mathematical Thinking Kindergarten

Key Indicators	2015-2016 % of Students Proficient	2016-2017 % of Students Proficient	2017-2018 % of Students Proficient	2015-2016 % of Students In Progress	2016-2017 % of Students In Progress	2017-2018 % of Students In Progress	2015-2016 % of Students Needs Development	2016-2017 % of Students Needs Development	2017-2018 % of Students Needs Development
Demonstrates cardinality	97	95	86	3	3	7	0	2	1
Demonstrates an understanding of one-to-one correspondence	94	71	87	6	27	6	0	2	1
Counts sets of objects 0-20	92	89	84	8	9	9	0	2	1
Writes numbers 0-20	91	88	79	7	9	10	2	3	5
Counts orally 0-100 by 1's	93	64	76	5	18	14	2	18	4
Counts orally 0-100 by 10's	97	80	90	3	18	3	0	2	1
Counts forward from a number other than one	78	84	65	21	14	25	1	2	4
Compares the number of objects in a set 1-10	97	87	81	3	8	11	0	5	2
Compares the value of written	97	82	84	3	8	5	0	10	5

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number 1-10									
Solves addition word problems within 10	83	80	76	16	13	13	1	7	5
Solves subtraction word problems within 10	76	71	71	23	16	19	1	13	4
Fluently add and subtract within 5	38	82	65	57	14	22	5	4	7
Decompose numbers less than or equal to 10	74	68	64	24	22	28	2	10	2
Compose and decompose numbers 11-19	64	57	45	33	26	43	2	17	6
Describes measurable attributes of objects	77	75	69	23	12	24	0	13	1
Classifies and counts objects in sets	95	90	87	5	8	3	0	2	4

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**PARRC Data
Mathematics**

Grade	2015-2016 % of Students Exceeds	2016-2017 % of Students Exceeds	2017-2018 % of Students Exceeds	2015-2016 % of Students Met Expectations	2016-2017 % of Students Met Expectations	2017-2018 % of Students Met Expectations	2015-2016 % of Students Below Expectations	2016-2017 % of Students Below Expectations	2017-2018 % of Students Below Expectations
3rd	1	8.3	2.7	28	40.3	31.1	71	51.4	66.3
4th	0	0	0	34	32	40	66	68	60
5th	2	3.7	2.7	25	33.3	34.7	73	63	62.7

Strengths: Grade 4 students had a significant increase (8%) of the students meeting or exceeding expectations on the PARCC math assessment.

Opportunities for Improvement:

All teachers will implement the math strategies outlined in the Implementation Steps/Strategies/Professional Development in the School Improvement plan.

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Measurable Improvement Goal	Target Group(s)	Milestone Progress	End of Year Goal	Met/Not Met
<p>Pre-Kindergarten and Kindergarten</p> <ul style="list-style-type: none"> Pre-K and Kindergarten: 70% of students will be proficient in problem solving based on report card data. <p>Grades 1 – 5</p> <ul style="list-style-type: none"> There will be a 10% increase in students scoring proficient or advanced based on the previous year’s County Interim Assessments. 	<p>All students</p>	<p>In Pre-K and Kindergarten, teachers will create a common formative assessment for baseline data.</p> <ul style="list-style-type: none"> Pre-K and Kindergarten: Teachers will use the fourth term report card data. <p>Teachers in Grades 1 -5 will use data based on weighted averages from Interim Assessments.</p> <ul style="list-style-type: none"> Grades 1-5: Teachers will use data from County Interim Assessments. 	<ul style="list-style-type: none"> Our expectation is that by the end of the school year, students in each grade level will increase their problem-solving skills by: Pre-K and Kindergarten: 70% of students will be proficient in problem solving based on report card data. Grades 1-5: There will be a 10% increase in students scoring proficient or advanced based on the previous year’s County Interim Assessments. 	

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Implementation Steps/Strategies	Person(s) Responsible	Time Line
Teachers will use various strategies to teach word problems: story mats, ten frames, number lines, draw a picture, part-part whole, story boards, and decomposing numbers.	Math Coach Professional Development Teachers	On-going
Teachers in kindergarten through fifth grade will implement Everyday Mathematics 4.	Math Coach Professional Development Teachers	August
Teachers in kindergarten through fifth grade will be given professional development on the implementation of Everyday Mathematics 4.	Administration Math Coach Professional Development	On-going
Pre-K and Kindergarten teachers will create a common formative assessment and rubric for baseline data at the beginning of the year.	Math Coach Pre-K and Kindergarten Teachers	September
Teachers will use and require students to use appropriate math vocabulary as it is used in county and state assessments.	Teachers	On-going
Students will be exposed to various word problem structures in accordance to their grade level requirement.	Math Coach, Teachers	On-going

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Quarterly Progress Results	Quarterly Progress Results	Quarterly Progress Results	Final Progress Results
Grade 1: Interim proficient Grade 2: Interim proficient Grade 3: Interim proficient Grade 4: Interim proficient Grade 5: Interim proficient			

KRA Domains and Composite Report - Pemberton																				
	Demonstrating						Approaching						Emerging/Not Yet Demonstrating							
	2015		2016		2017		2015		2016		2017		2015		2016		2017			
	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)
Language and Literacy	51	59%	44	49%	49	56%	-	-	-	-	-	-	35	41%	45	51%	39	44%		
Mathematics	44	52%	44	49%	60	68%	-	-	-	-	-	-	41	48%	46	51%	28	32%		
Social Foundations	68	79%	64	72%	79	90%	-	-	-	-	-	-	18	21%	25	28%	9	10%		
Physical Development	65	76%	59	66%	76	86%	-	-	-	-	-	-	21	24%	30	34%	12	14%		
Composite	58	69%	51	58%	64	73%	22	26%	29	33%	21	24%	4	5%	8	9%	3	3%		

KRA Domains and Composite Report - Wicomico County																				
	Demonstrating						Approaching						Emerging/Not Yet Demonstrating							
	2015		2016		2017		2015		2016		2017		2015		2016		2017			
	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)	count	pct (%)
Language and Literacy	430	37%	301	27%	400	36%	-	-	-	-	-	-	718	63%	819	73%	697	64%		
Mathematics	364	32%	209	19%	332	30%	-	-	-	-	-	-	787	68%	917	81%	767	70%		
Social Foundations	707	61%	640	57%	720	65%	-	-	-	-	-	-	445	39%	490	43%	381	35%		
Physical Development	732	63%	632	57%	727	66%	-	-	-	-	-	-	421	37%	483	43%	378	34%		
Composite	490	43%	363	33%	512	47%	470	41%	464	42%	412	38%	181	16%	277	25%	169	15%		

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MSA Science 5th grade

2017

Grade	% of Students Advanced	% of Students Proficient	% of Students Basic
5 th	< 5	59.3	40.7

Strengths: Majority of students are demonstrating proficiency on MSA Science for Grade 5.

Opportunities for Improvement: Teachers will continue to work closely with the science coordinators to provide rigorous, hands on science activities and experiments. Students will document results and respond using their Science journals.

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<i>Focus Area A: Instruction and Student Learning: Accelerate student learning</i>	Time Line	Person(s) Responsible
A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.	On-going September 2018-June 2019	Classroom Teachers, Intervention Teachers, Special Education Teachers, ELL Teachers, Paraprofessionals Administrators
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>	On-going September 2018-June 2019	Classroom Teachers, Intervention Teachers, Special Education Teachers, ELL Teachers, Paraprofessionals Administrators
A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.	On-going September 2018-June 2019	Classroom Teachers, Intervention Teachers, Special Education Teachers, ELL Teachers, Paraprofessionals
A4 Develop classroom level assessments that mirror the content and structural demands of the Reading PARCC Assessment.	On-going September 2018-June 2019	Classroom Teachers, Intervention Teachers, Special Education Teachers, ELL Teachers, Paraprofessionals
A5 Utilize student learning data to accelerate student achievement in reading.	On-going September 2018-June 2019	Classroom Teachers, Intervention Teachers, Special Education Teachers, ELL Teachers, Paraprofessionals, Administration
A6 Utilize strategies to teach problem solving, number sense and computation in an inquiry-based format to meet the needs of diverse learners and improve learning in mathematics.	On-going September 2018-June 2019	Classroom Teachers, Intervention Teachers, Special Education Teachers, ELL Teachers, Paraprofessionals
A7 Develop classroom level assessments that mirror the content and structural demands of the Math PARCC Assessment.	On-going September 2018-June 2019	Classroom Teachers, Intervention Teachers, Special Education Teachers, ELL Teachers, Paraprofessionals
A8 Utilize student learning data to accelerate student achievement in math.	On-going September 2018-June 2019	Classroom Teachers, Intervention Teachers, Special Education Teachers, ELL Teachers, Paraprofessionals, Administration

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Focus Area A: Instruction and Student Learning: Accelerate student learning	Time Line	Person(s) Responsible
A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.	On-going September 2018-June 2019	Classroom Teachers, Intervention Teachers, Special Education Teachers, ELL Teachers, Paraprofessionals, Administration
A10 Improve teachers' expertise in the use of technology for administrative and instructional purposes.	On-going September 2018-June 2019	Classroom Teachers, Intervention Teachers, Special Education Teachers, ELL Teachers, Paraprofessionals, Technology Professional Development Coach, Administration
A11 Provide on-going professional development opportunities for teachers.	On-going September 2018-June 2019	PD Coaches, Administration
A12 Develop transition plans for students entering Pre-kindergarten and students entering intermediate school.	On-going September 2018-June 2019	Classroom Teachers, Intervention Teachers, Special Education Teachers, ELL Teachers, Paraprofessionals

Program/Activity	Audience	Purpose	Duration	Frequency
Homework Club	Grades 3-5	<ul style="list-style-type: none"> Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes. Utilize strategies to teach problem solving, number sense and computation in an inquiry-based format to meet the needs of diverse learners and improve learning in mathematics. 	Term 2 – Term 4	4 days/week

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Grade Level and Team PLC Meetings	Y3 - Grade 5	<ul style="list-style-type: none"> • Provide on-going professional development opportunities for teachers. • Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes. • Utilize strategies to teach problem solving, number sense and computation in an inquiry-based format to meet the needs of diverse learners and improve learning in mathematics. 	September 2018- June 2019	Weekly
Faculty Meetings	Y3 - Grade 5	<ul style="list-style-type: none"> • Provide on-going professional development opportunities for teachers. • Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes. • Utilize strategies to teach problem solving, number sense and computation in an inquiry-based format to meet the needs of diverse learners and improve learning in mathematics. 	September 2018- June 2019	Bi-Monthly

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Professional Development	Y3 - Grade 5	<ul style="list-style-type: none"> • Provide on-going professional development opportunities for teachers. • Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes. • Utilize strategies to teach problem solving, number sense and computation in an inquiry-based format to meet the needs of diverse learners and improve learning in mathematics. 	Term 1 – Term 4	Weekly
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<i>Focus Area B: Improve Student Attendance</i>		
Action Step	Time Line	Person(s) Responsible
B1 Review and analyze student attendance data.	On-going September 2018- June 2019	Classroom Teachers Administration Home School Liaison Instructional Leadership Team Student Success Team
B2 Implement activities to encourage and recognize outstanding student attendance.	On-going September 2018- June 2019	Guidance Counselor Classroom Teacher Administration

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Attendance Data:

We will increase (maintain) the percentage of student attendance to (at or above) 94%.			
Student Group:	2015-16	2016-17	2017-2018
All Students	86.96	95.03	94.31
American Indian/Alaskan Native	45.83	96.04	88.89
Asian	89.6	94.10	91.39
Black or African American	80.23	94.86	93.96
Hispanic/Latino of any race	80.81	94.71	96.71
Native Hawaiian/Other Pacific Islander	23.36	96.56	98.06
White	88.33	95.67	94.14
Two or more races	84.77	94.54	95.31
FARMS	86.08	94.59	93.84
Special Education	86.96	92.98	89.3
Limited English Proficient	89.59	94.67	94.41

Strengths:

All students had a satisfactory level of 94.31%. The gate in which students can walk through before and after school linking the school with adjacent apartment complexes has had a positive impact on school attendance.

Opportunities for Improvement:

Our home school liaison will continue to work collaboratively with our families and the school Pupil Personnel Worker to improve attendance for all students.

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Measurable Improvement Goal	Target Group	End of Year Goal	Implementation Data Source	Outcome Data Source
Students will increase the percentage of student attendance to or above 94%.	All students	All students including all student subgroups will have a student attendance percentage at or above 94%.	Staff will pull student attendance data from X2 monthly.	Staff will pull the student attendance from X2 for the entire school year.

Implementation Steps/Strategies	Person(s) Responsible	Time Line
Principal, Vice Principal, SST and ILT will identify and discuss areas of need using student attendance data as provided by administration.	Principal, Vice Principal, SST, ILT Team	Monthly
Administration and teachers will recognize outstanding attendance on report cards. Additionally, students with perfect attendance will be recognized.	Administration and teachers	Quarterly
Home School Liaison will use student data management systems to identify frequent absences and tardy students. <ul style="list-style-type: none"> • HSL will maintain a daily log to record and report contacts • HSL will contact parents/guardians after 3 consecutive absences and HSL will also contact parent/guardian after more than 5 total absences. • A letter will be generated to parent/guardian after 5, 10, and 15 consecutive and total absences. Parents with a student that has 15 unexcused absences are contacted by the PPW. • HSL will serve the students at the WELC to address attendance issues. • The Student Support Team will meet to discuss and create possible solution for chronic/excessive absences. 	Home School Liaison	Daily

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<ul style="list-style-type: none"> Messenger, an automated calling system, is being utilized to communicate daily attendance with parents and guardians. 		
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Student Behavior

School Focus: *Students will focus on the Formula for Success: Respect, Responsibility, Ready – to – Learn and Rethink. Students will engage in Kindness Activities throughout the school year. During the 2018-2019 school year, we will focus on the greatest referrals in the areas listed below:*

	2014-2015	2015-2016	2016-2017	2017-2018
Total Number of Referrals	103	87	89	84
Physical Attack on Student	8	8	22	14
Classroom Disruption	*	*	6	12
Insubordination	*	*	3	10
Bus	6	14	7	1
Health Exclusions	5	28	14	8
Bullying	0	0	2	0
Subgroup Data				
African American	7	33	36	63

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Strengths:

Physical attack on students, health exclusions, bullying, and

White	0	18	7	8
Other	1	6	7	13
Asian				0
Hispanic				0
FARMS				83
Special Education				2

bus

referrals decreased during the 2017-2018 school year.

Opportunities for Improvement:

Increasing parent and community engagement in the school setting. This will be addressed in a variety of ways: Parent Strategy Workshops, Parent Teacher Association meetings, Newsletters, Parent Messenger, Volunteering, Mentoring, Messages sent via Class Dojo, and other strategies. Our Why Try Program which raises the awareness for treating each other with respect will be taught in Grades Four and Five by our Student Advisor. Our Guidance Counselor and Student Advisor will counsel students in small groups such as Lunch Bunch to identify ways improve relationships with peers. Non-tenured teachers will be provided with additional classroom management strategies, observe master teachers and work closely with administration to create positive incentive behavior plans.

<i>Focus Area C School Structure: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<p>C1 Maintain and implement the school's Crisis Management Plan.</p> <ul style="list-style-type: none"> • Review and revise the Crisis Management Plan to ensure compliance with MSDE and local requirements. • Review the Crisis Plan and safety drill procedures during faculty meetings. • Conduct safety drills with students, (fire evacuation, civil defense, code red) as mandated. • Conduct tabletop Crisis Drill, and mock evacuation drill every year. 	<p>On-going September 2018-June 2019</p>	<p>Classroom Teachers Administration</p>
<p>C2 Students will follow the Pemberton's Formula for Success: The Four Rs</p> <ul style="list-style-type: none"> • Students will receive Dojo points by following The Four Rs • Daily, quarterly and end of term incentives will be earned by the students. Student can cash in Dojo points at the school store. 	<p>On-going September 2018-June 2019</p>	<p>Classroom Teachers Administration</p>

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Parent Engagement:

- The research is clear: family engagement, more than financial well-being, is a better predictor of a student’s academic and social success. Children whose families are involved in their learning display more positive attitudes toward school, behave better in and out of class, earn better grades, and are more apt to pursue higher learning. Pemberton Elementary is committed to working with all parents to ensure they have information about their child’s classes and have information about how they can support their child’s academic learning. Administrators and teachers are committed to nurturing and supporting family engagement in a variety of ways.
- In the fall of each school year – to kick off American Education Week - the Wicomico County Board of Education sponsors a family engagement conference for parents. This conference brings together the resources of the community and schools to benefit parents. Held on a Saturday, the conference covers a wide range of topics that are of interest to parents in supporting their child both academically and socially. There are also topics that support strengthening families: how to buy a home, financial advice, etc. The conference is free, interpreters and childcare are provided; a light breakfast is served; businesses donate door prizes for attendees. Parents can register online, through a paper registration or on the day of the conference. Parents also serve on the organizing committee for the conference.
- In the spring of each school year, the Wicomico County Board of Education sponsors the Summer Engagement Expo & More to connect families with engaging summer activities in our community in which their children can be involved. Different community organizations that provide activities for children during the summer months set up a table and share information about their programs. To support parents, mini-sessions are held to discuss Career & Technology Education, Visual and Performing Arts, Dual Enrollment, Honors and AP classes, and the new SAT. This event is held the first week of March, prior to middle and high school scheduling. Guidance counselors from middle and high schools are available to answer questions both parents and/or students have about scheduling their classes for the next school year.

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Pemberton Elementary is a proud partner in the Judy Center Partnership. The Judy Center focuses on twelve components: Full Day/Full Year, Breakfast/Lunch, Service Coordination, Integration of Early Education Services, Family Involvement, Early Identification and Intervention, Young Children and Disabilities, Health Related Services, Professional Development, Adult Education, Accreditation/Validation and Judy Center Partnership. The Judy Center Partnership works closely together to offer valuable, educational and free services to families in the Pemberton Elementary School attendance areas.

- The Judy Center partners share activity dates at the monthly Steering Committee meetings.
- Partnership activities are planned at monthly Judy Center Partnership Meetings, Birth to Five and Lower Shore Child Care Resource Center's Early Intervention Steering Committee Meetings; Partners provide a list of activities for the upcoming month; The Judy Center secretary creates the monthly coordinated calendar which is distributed on the 25th of each month for the upcoming month
- The Judy Center Coordinator or Family Service Coordinator serves on partnership committees to represent the Judy Center Steering Committee's efforts and involvement with partner agencies.
- Pemberton, Beaver Run and the Wicomico Early Learning Center, Judy Center Sites, create a master calendar in August. Partnership activities that are held on a regular basis allow other activities to be scheduled around those dates.
- Coordinated calendars are distributed to all parents including those on the wait list on the 25th of each month for the upcoming month; the calendar is available in English, Spanish and Haitian Creole; the coordinated calendar is also placed on the Judy Center Partnership website.
- Partners distribute information to families via flyers, newsletters and the Judy Center Connection, the official newsletter of the partnership; events are highlighted on the Partnership website.

Pemberton Pre-Kindergarten Classrooms receive funding for developmentally appropriate materials, programs such as Music Therapy and Fresh Fruits and Vegetables and teacher planning stipends through the Pre-Kindergarten Expansion Grant. Pemberton's Pre-Kindergarten is an EXCELS Level 5 Program in the state of Maryland.

Pemberton plans a variety of events which focus on grade level standards, Pre-Kindergarten through Grade 5. The timeline of events includes a summary of the event and the community partners involved

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TimeLine	Family Event	Summary of Event	List Partners Who Participate
August: Back to School Pre-K	<ul style="list-style-type: none"> Getting to Know You! Fall Parent/Teacher Conferences Open House 	<ul style="list-style-type: none"> Classroom Teachers meet with families to discuss grade-level expectations and to review the reading and math curriculum. 	<ul style="list-style-type: none"> Pemberton
September	<ul style="list-style-type: none"> Back to School Night Title I Orientation 	<ul style="list-style-type: none"> Families learn about our Title I Program and the Title I Budget Families will receive an overview of grade level expectations for the current school year. 	<ul style="list-style-type: none"> Pemberton
October	<ul style="list-style-type: none"> Family Zoo Night Parent Teacher Conferences 	<ul style="list-style-type: none"> Families are invited to the Salisbury Zoo where they complete a scavenger hunt with their children. They learn how to support their children at home through reading and math activities. Free learning materials and books are provided as well as dinner. Classroom teachers meet with families to discuss grade level expectations and student progress. 	<ul style="list-style-type: none"> Intervention Teachers Pemberton Intermediate Teachers Pemberton

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November	<ul style="list-style-type: none"> • Fall PAC Meeting • Salisbury Leadership Training • American Education Week 	<ul style="list-style-type: none"> • Families review and provide feedback regarding the Parent Compact and Title I Plan for Parent Involvement; families also suggest plans for upcoming parent involvement opportunities. • Grade 5 students and their families are invited to Salisbury University to participate in leadership training through a campus-wide tour, setting goals and discussing how to be a good role-model and leader. • Parents are provided with a grade level specific packet with common core standards, reading and math activities, Parent Road Maps, websites, apps, flashcards, and a list of suggested reading materials. • Review Parent Compact and Brochure, PAC meeting minutes, promote County-Wide Spring Expo, and Upcoming Dates for Family Events. 	<ul style="list-style-type: none"> • Administration • Intervention Teachers • Pemberton Grade 5 • Intervention Teachers • SU • Susie Jones • Pemberton • Intervention Teachers
December	<ul style="list-style-type: none"> • Compact Review 	<ul style="list-style-type: none"> • The Partners in Learning Compact is reviewed with families. Specific areas of focus are highlighted. Families are reminded to review with students often. 	<ul style="list-style-type: none"> • Administration • Intervention Teachers

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February	<ul style="list-style-type: none"> Family Night 	<ul style="list-style-type: none"> Families are invited to Food Lion. Parents learn to support their children at home through math activities. 	<ul style="list-style-type: none"> Intervention Teachers Pemberton Primary Teachers
March	<ul style="list-style-type: none"> Parent Strategy Workshop 	<ul style="list-style-type: none"> Families are invited to participate/learn about reading and math strategies and ways to help their children at home. 	<ul style="list-style-type: none"> Pemberton Coaches Intervention Teachers
May	<ul style="list-style-type: none"> Grade 5 Transition Event Spring PAC Meeting 	<ul style="list-style-type: none"> Families and students visit Salisbury Middle School. Students meet teachers, guidance counselors and administrators. Schedules are distributed to students. Families take a tour of the school. Families review and provide feedback regarding the Parent Compact and Title I Parent Engagement Plan. Parent input is provided on the Parent Engagement Budget. 	<ul style="list-style-type: none"> Pemberton Intervention Teachers and Administration Salisbury Middle Staff Administration Intervention Teachers Pemberton
June	<ul style="list-style-type: none"> Wicomico Title I PAC Meeting 	<ul style="list-style-type: none"> Families are invited to learn about the Title I program, Budget and Parent Involvement Opportunities. 	<ul style="list-style-type: none"> Wicomico County Board of Education

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Early Childhood Events

Event	Grade Level	Date	Location	Funding Source
<i>Community Tour</i>	<i>All</i>	<i>8/29/2018</i>	<i>Pemberton Community</i>	<i>Community Foundation</i>
<i>Back to School Night</i>	<i>All</i>	<i>8/30/2018</i>	<i>Pemberton Elementary</i>	<i>Pemberton Elementary Parent Involvement, Pre-K Expansion Grant, Community Foundation</i>
<i>Y3 Field Trip</i>	<i>Y3</i>	<i>10/24/2018</i>	<i>Wright's Market</i>	<i>Judy Center</i>
<i>Library Café</i>	<i>Y3-K</i>	<i>10/4/2018</i>	<i>Wicomico County Library</i>	<i>Judy Center</i>
<i>K Field Trip</i>	<i>Kindergarten</i>	<i>10/26/2018</i>	<i>Pumpkin Patch</i>	<i>Judy Center</i>
<i>PreK 4 Field Trip</i>	<i>PreK 4</i>	<i>10/26/2018</i>	<i>Wright's Market</i>	<i>Judy Center</i>
<i>UMD Extension Visit</i>	<i>Y3-K</i>	<i>10/10/2018 11/19/2018 (other dates TBD; once/month</i>	<i>Pemberton Elementary</i>	<i>UMD</i>
<i>Fall Daytime Rotation</i>	<i>Y3-K</i>	<i>11/16/2018 K – 9:00-10:30 Y3-PreK4 – 1:15-2:45</i>	<i>Pemberton Elementary</i>	<i>Judy Center</i>
<i>Raising a Reader</i>	<i>Y3-K</i>	<i>November 2018</i>	<i>Pemberton Elementary</i>	<i>WCBOE</i>
<i>Childbirth Classes</i>	<i>Expecting families</i>	<i>11/28/2018 12/5/2018 12/12/2018 12/19/2018</i>	<i>WCBOE</i>	<i>Judy Center</i>
<i>Music Therapy (3 sessions)</i>	<i>Y3 PreK 4</i>	<i>9/17-11/19/2018 11/26- 3/11/2018 3/11-5/20/2019</i>	<i>Pemberton Elementary</i>	<i>Judy Center, Pre-K Expansion Grant</i>

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<i>Active Parenting Class</i>	<i>Families of children ages birth-5</i>	<i>1/22/2019 1/24/2019 1/29/2019 1/31/2019</i>	<i>Pemberton Apartments Community Center</i>	<i>Judy Center</i>
<i>Bedtime in a Box Pajama Party</i>	<i>Y3-K</i>	<i>1/9/2019</i>	<i>Pemberton Elementary</i>	<i>Judy Center</i>
<i>Dr. Seuss Night</i>	<i>Y3-K</i>	<i>3/7/2019</i>	<i>Pemberton Elementary</i>	<i>Judy Center</i>

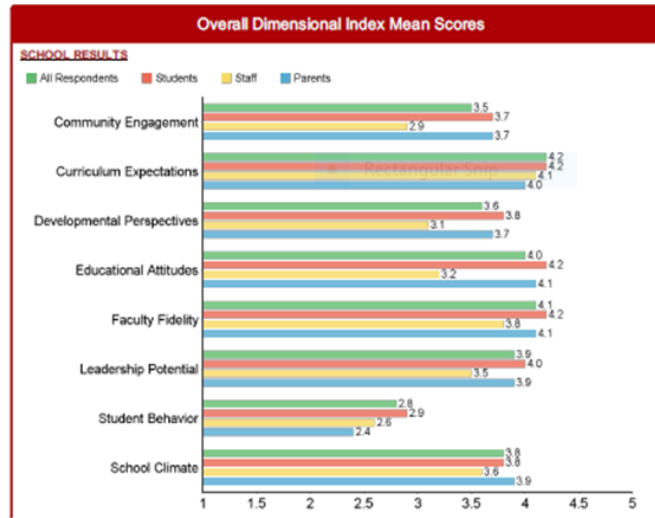
The parent involvement action steps are based on the data from the Parent, Staff and Student survey. Results demonstrated that we need to further define parent engagement in our school. Action steps for parent engagement are found in Focus Area D above. Further consultation with Dr. Constantino and Dr. Vincent occurred during the 2017-2018 school year.

Climate Survey Results

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Pemberton Elementary

Chart 1: Overall Dimensional Means Total



	ALL	STUDENT	STAFF	PARENT
Community Engagement	3.5	3.7	2.9	3.7
Curriculum Expectations	4.2	3.9	4.1	4.0
Developmental Perspectives	3.6	3.8	3.1	3.7
Educational Attitudes	4.0	4.2	3.2	4.1
Faculty Fidelity	4.1	4.2	3.8	4.1
Leadership Potential	3.9	4.0	3.5	3.9
Student Behavior	2.8	2.9	2.6	2.4
School Climate	3.8	3.8	3.6	3.9

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Focus Area D: Family & Community Engagement: Increase parent and community engagement		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<p>D1 Enhance parent communication and family engagement in the educational process.</p> <ul style="list-style-type: none"> • Prekindergarten Y3, Prekindergarten and Kindergarten Teachers will schedule and hold conferences during staggered enrollment days at the beginning of the year. • Greet and Meet Parents and Students during the Neighborhood Bus Tour. • Distribute student supplies during Neighborhood Bus Tour. • Invite parents and students to Grade 1-5 and Y3 – Kindergarten Open Houses. • Share high student academic and behavior expectations at Open House, Back to School Night, Family Nights, Strategy Workshops and Transition Nights. • Tuesday Folders will be purchased and implemented to communicate students’ grades to parents. • Parent Portal will be utilized by parents as a communication tool for students’ grades. • Administration will invite students to leave messages via Parent Messenger to highlight upcoming school and community events. • Parents will be invited to participate in Parent Advisory Committee (PAC), Instructional Leadership Team (ILT), PTA and all special programs and events during and after the school day. Parents will provide input to professional development for staff, budgets and the Partners in Learning Compact. • Facebook and Panda Press will be used to advertise student, parent and school events. Social Media will also highlight students’ successes and school events. • Transition Nights will be held for incoming Y3, PreK and Kindergarten students. • Transition night for Grade 5 students at the receiving Middle Schools. 	<p>First Term 2018</p> <p>On-going September 2018- June 2019</p> <p>August 2018 May 2019</p>	<p>Administration; Staff</p>
<p>D2 Pemberton Administration and Teachers will plan various events to improve parent engagement.</p> <ul style="list-style-type: none"> • Staff will distribute the Title I Parent Involvement Brochure and Partners in Learning Compact during Open House, PTA, ILT. • The Partners in Learning Compact is in the outer plastic sleeve of the student’s Tuesday Folder. • Pemberton staff will hold one Strategy Workshop based on parent feedback via survey. • Pemberton Staff will have a minimum of two Parent Advisory Council (PAC) meetings. • Parents can request transportation and interpreters for events. 	<p>First Term 2018</p> <p>Fall Fall and Spring</p>	<p>Administration; Staff</p>
<p>D3 Invite participation for Families in Transition (FIT) in family involvement activities at any Title I School.</p> <ul style="list-style-type: none"> • Inform Parent Involvement Specialist about scheduled family involvement events. • Parent Involvement Specialist will send out invitations. 	<p>On-going September 2018- June 2019</p>	<p>Administration; Staff</p>

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FAMILY ENGAGEMENT GOAL

Measurable Improvement Goal	Target Group(s)	Milestone Progress (How will you measure success? Expected outcome? Include 3-4 progress points along the way.)	End of Year Goal	Met/ Not Met
School events will be offered during the day and evening for parents to engage with their child and their child’s teacher(s).	Parents of students in Grades Y3 – Grade 5	<ul style="list-style-type: none"> • School events will be planned during and after school hours. • Parents will RSVP and attend school events. • Parents and Teachers will communicate via attending events, conferences, Dojo messaging, Facebook messaging, email and phone calls. 	<p>As a baseline year, data will be collected to document the number of parents who RSVP to events and who attend events.</p> <ul style="list-style-type: none"> • 60% of our parents who RSVP’d “yes” will attend the scheduled event. 	

Strategy: <u>Staff will communicate effectively and build relationships.</u> Implementation Steps/Strategies	Person(s) Responsible	Time Line
Bus Tour of the Community	Admin, Staff	August 2018
Pre-K3, PreK4 and Kindergarten Open House – Transition Events	Admin, Staff	August 2018
Called RSVP families/ Post cards sent as follow up	Admin, Staff	On-going August 2018-June 2019
PARCC Drop-In Training	Admin, Staff	On-going September 2018-June 2019
Phone calls (conferences)	Admin, Staff	On-going September 2018-June 2019
Parent Messenger, Marquee, Monthly Newsletter (outreach)	Admin, Staff	On-going August 2018-June 2019
Interpreters and Transportation Provided	Admin, Staff	On-going August 2018-June 2019
Parent conferences offered at a variety of times	Admin, Staff	On-going August 2018-June 2019
Videos of Events in school lobby	Admin, Staff	On-going August 2018-June 2019
Activities in the community (SU, McDonalds, Pecan Deli, Food Lion)	Admin, Staff	On-going September 2018-June 2019
PTA Back to School Community Meet and Greet	Admin, Staff	On-going August 2018-June 2019
Family Nights, Strategy Workshops, PAC Meetings	Admin, Staff	On-going August 2018-June 2019
After School Homework Help	Admin, Staff	November 2018 – June 2019
Transition to Middle School Night	Admin, Staff	May 2019
Faith-based Partners	Admin, Staff	On-going September 2018-June 2019
Salisbury University Internships	Admin, Staff	On-going September 2018-June 2019

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Quarterly Progress Results	Quarterly Progress Results	Quarterly Progress Results	Quarterly Progress Results
Math Family Night at Food Lion/Pecan Deli – 60/78 77% Reading, Math and Science Parent Strategy Night – 84/119 71% PAC(AEW) – 11/11 100%			

Pemberton Elementary School (PES) is an elementary school that instructs 563 Pre-kindergarten Three-Year-Old through Grade 5 students, including a self-contained special education room, whose students join the appropriate classroom for specific times each day to participate in classroom activities. These students receive specialized instruction to work on Individual Education Plan (IEP) goals. Pemberton’s student population, as of September 2017, comprises 55% African American, 26 % White, 5% Hispanic, 8% 2 or more races, and 5% Asian. Additionally, 8% of our students are English Language Learners (ELL), 13.6% of our students received Special Education Services, and 9.69% of our student population are Families in Transition (FIT). One hundred percent of the staff are Highly Qualified Teachers and Instructional Assistants who work with students daily at PES. Advanced Professional Certificates are held by 80.6% of the teachers, and 19.4% of the teachers hold a Standard Professional Certificate. Pemberton Elementary School is a proud member of the Wicomico County Judy Center Partnership. The Judy Center Partnership includes the Infants and Toddlers Program, Wicomico Health and Mental Health Departments, Wicomico Library, Wor-Wic Community College (GED Program), Salisbury University, Lower Shore Child Care Resource Center, and other outside agencies. These organizations provide needed educational, health, and community resources for our early learners from birth through Kindergarten. Pemberton Elementary School participates in the Consistent Attire Program (CAP). This program has brought a new sense of self pride to students. They are proud of how they

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look. All students are dressed similarly, therefore erasing the stigma that comes from how a student is dressed. All students should take pride in their appearance with dress and grooming that contribute to the well-being of the individual without disrupting the daily educational process. The Consistent Attire Program is in effect during the instructional day and during activities outside the school day when students are representing the schools.

Pemberton Elementary School is a school-wide Title I school with a current Free and Reduced Meals (FARM) percentage of 68.27%. Due to our high percentage of FARM students, PES was awarded the Maryland Meals for Achievement Grant (MMFA). It is a daily classroom breakfast program for all students that is designed to encourage a healthy start to the school day.

Reading is an area of improvement based on the School Progress Index (SPI) results. Reading Achievement and Gap Reduction are two areas of focus for our school. Strategies used to improve our Reading SPI include: Professional Development, Reading Intervention Programs (such as Leveled Literacy Intervention (LLI), Foundations, small group instruction, and tutors (Classroom and English Language (EL)). Intervention and Special Education Teachers are trained in LLI. Additionally, Special Education Teachers are trained in Foundations and Read Naturally. Administrators and all teachers, Grades 1 through 5, were trained in Harvey and Goudvis Comprehension Toolkit strategies. Administration and teaching staff received professional development in guided reading strategies in county-wide workshops set up by our literacy coach.

After analyzing our Math Interim Assessments, PES needs to continue to build the foundations of mathematical concepts. Administration in collaboration with the Math Professional Development Coach will continue to utilize techniques and resources from Dr. Nikki workshops in Pre-Kindergarten and Kindergarten and Building Blocks in Pre-Kindergarten. Instructional Assistants will be trained in anecdotal note taking and provided a documentation notebook. Pemberton Elementary School's administration plans needs based professional development with the Reading, Math, and Technology Development coaches. These needs are determined through Professional Learning Community (PLC) meetings. A professional development calendar is created by Administration, Supervisors, and the Director of Curriculum and Professional Development. Pemberton's Administration provides updates of the calendar through Microsoft Outlook and daily memo. The professional development calendar is the Welcome Back Letter that is sent to the staff in August. The Wicomico County Board of Education offers professional development with Science Technology Engineering and Math education (STEM), math, reading, and technology using Professional Development coaches and after school workshops. Continuing Professional Development is provided at the school level using local resources such as Salisbury University professors, Central Office staff members, teachers within the building, and Professional Development coaches. Pemberton has a New Teacher Mentor Coach assigned to any new teacher during the first two years of teaching. This support network and teamwork at Pemberton are core to students' and staffs' success.

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The Title I school-wide program provides support for all students in the areas of reading and mathematics. Highly qualified Teachers and Intervention Teachers at PES plan, create, and teach differentiated lesson to students, both in the classroom and in small groups. Teachers utilize the following information to differentiate their lessons: Fountas & Pinnell Benchmark Assessment System (BAS), County Reading and Math Interims, Foundational Reading Assessment (FRA), Early Literacy Behaviors Assessment (ELB), Reading Inventory (RI), report card grades and daily class assignments. Students in need of additional reading and math support are referred to the monthly Student Service Team (SST) meetings and/or Response to Intervention (RTI) meetings. Intervention Teachers communicate with classroom teachers on a regular basis to plan lessons for targeted skills for upcoming instruction. Qualified Instructional Assistants support instruction in both reading and math. The Instructional Assistants follow plans written by classroom teachers in all classrooms, lowering the student-to-teacher ratio. Under the direction of certified teachers, qualified Instructional Assistants provide feedback about the students' progress. At the beginning of the year all assistants are given a planning notebook to record anecdotal notes and comments on students' progress.

Math and Reading intervention groups are provided by Intervention Teachers, highly qualified Instructional Assistants and Tutors. Intervention teachers attend weekly and quarterly Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT) meetings to collaborate with grade level teachers. Teachers provide written lesson plans for qualified Instructional Assistants and tutors within the classroom. Students are selected to receive intervention services through the Response to Intervention (RTI) model. Student progress is analyzed by utilizing data collected through LLI, Foundations, Read Naturally and classroom grades. Data is entered in eDoctrina for the RTI team to view. Meetings are held monthly to review the data and respond accordingly.

We are a PBIS (Positive Behavior Intervention System) award winning, gold status, school that presents Character Education in the classroom and small group counseling sessions. Our four R's (Ready to Learn, Respect, Responsibility and Rethink) are used to model high expectations for the students and to teach them to be responsible citizens. Monthly and quarterly incentives, as well as a school store, are used to motivate students to strive to do their best daily. Students are given many opportunities to earn Dojos from school staff.

Pemberton Elementary School accepts the Wicomico County Board of Education's Family Involvement Policy and has aligned its School-Level Parent Involvement Plan accordingly. Parent information is updated daily, weekly and monthly through agendas/daily folders, Tuesday folders and monthly newsletters. Should emergencies arise, parents are notified through the WCBOE Messenger system and the website. Information about the school-wide Title 1 program is shared at Pemberton's Parent Teacher Association (PTA) Back to School Night and PTA meetings scheduled throughout the school year. Pemberton uses a Parent Interest Survey to obtain feedback to meet parent needs. Parent Advisory Committee (PAC) meetings are held twice a year in November and April. The Parent Involvement Plan, which is in brochure format, school compact and the Title 1 budget are developed and discussed at these meetings. All parents are invited to attend and provide input on how the Title 1 funding should be

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used to support instruction. Brochures with Title 1 information are distributed at these meetings and posted on the school website www.wcboe.org. A translated version is also available.

Family Nights are held each year (transportation is available for parents as needed) for all grades, as well as, FIT families within Wicomico County schools. Parent receive take-home reading and math activities to enjoy and reinforce the standards with their child at home. Pre-Kindergarten and Kindergarten Math/Science/Reading Family Fun Nights, funding through the Judy Center Partnership and PreKindergarten Expansion Grant, are planned and held prior to the completion of the Fall Kindergarten Readiness Assessment (KRA). These family nights consist of dinner and curriculum-based activities. At the conclusion of the evening's activities, families take home curriculum-based games and a related children's book. These resources are provided to build home libraries and assist parents in building their children's literacy and math skills.

Pre-Kindergarten and Kindergarten teachers schedule four Judy Center funding reading, math and science rotations days and two evening events throughout the school year based on seasonal themes and Maryland College and Career Readiness Standards (MCCRS). Parents are encouraged to attend and participate in the lesson. The purpose of these events is to provide parents with information and strategies to assist their child in meeting the reading, math and science standards.

In the Fall, selected intermediate students participate in Leadership Training in conjunction with Salisbury University's football team. Students travel to Salisbury University and interact with players in ways that promote leadership skills. In the Spring, St. Jude's Math-a-thon, which is a culminating activity for Maryland Math Month, is held for all students.

Sign-in sheets, Agendas, Notes and Evaluations (SANE documentation) are maintained and kept as artifacts for all meetings, workshops, activities and events funded through Title 1 and Judy Center.

To ensure students are taught by highly qualified teachers and qualified Instructional Assistants, we work collaboratively with the Central Office staff to recruit and retain highly qualified staff by;

- Annual attestation is provided to the Title 1 office which signifies the highly qualified status of all staff
- Maintaining strong communication with the Department of Human Resources regarding the certification and credentials of individual teachers and Instructional Assistants
- Reviewing assignment of teachers and working with the Department of Human Resources to make necessary personnel changes to ensure classes are taught by teachers who possess the required certifications
- Providing on-going systematic training for Instructional Assistants related to their assignment(s)

**PEMBERTON ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2018-2019**

- Facilitating the continuous improvement of teacher and administrator skills and content knowledge to support student learning and close the achievement gaps
- Providing coaching, instructional support, and training for utilizing Reading and Math Coordinators and Professional Development Coaches
- All of the high poverty elementary schools in Wicomico County are also Title 1 schools. Therefore, in addition to the efforts directed at all schools in the district, the Title 1 Supervisor works closely with building administrators to monitor the certification and credentials of teachers in these schools. Ensuring teachers in high poverty schools possess the proper certification and credentials 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 of teachers.

Pemberton continues to utilize portions of its Title 1 allocations to purchase technology and provide support to the teachers with training on the technology using our Professional Development Technology Coach. Equipment purchased through Title 1 funds has included document cameras, Light Raise interactive projectors, iPads, iPods and laptops for each certified staff member.

Pemberton Elementary School fully supports Section 721 of the Elementary and Secondary Education Act (ESEA) which asserts that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youth. The school works to ensure that homeless children and youth have access to educational and other services that they need to meet the same state academic achievement standards and assessments to which all students are held as well as that there are no barriers to their enrollment, attendance or success in school.

Title I schoolwide schools create school improvement plans (SIPs) to provide a quality program to meet the needs of all students. These plans are available for review by all members of the school community. There may be times when everyone is not in agreement with the priorities or direction of the plan and may feel more attention should have been directed to other areas. In these circumstances, parents are encouraged to share their comments and/or concerns regarding their school's SIP with the school administrator or Title I Office.