

**SCHOOL DISTRICT OF UNIVERSITY CITY  
SCHOOL WIDE IMPROVEMENT PLAN**

Pershing Elementary School

2011-2012 SY



**Joylynn Pruitt, Superintendent**  
Herbert L. Buie, Principal

**SCHOOL DISTRICT OF UNIVERSITY CITY MISSION:** The School District of University City is committed to academic excellence for all students. We will educate and graduate students who have mastered a comprehensive body of knowledge, developed critical thinking skills, value creativity, respect diversity and make responsible life choices.

## **MISSION, VISION, GOALS & VALUES**

A. Provide your school-wide mission statement that clearly articulates why your school functions to exist, the work you do as a whole and the nature of your work.

Pershing Elementary School is committed to empowering all students to become high academic achievers and life-long learners.

B. Provide your school-wide vision that clearly articulates what your school hopes to become as well as what your school must become in the future to accomplish its purpose.

Pershing students will meet state or national standards in core subject areas; demonstrate confidence as learners and make a strong commitment to excellence in education. Pershing students will engage in conduct that reflects a high sense of self worth and concerns for others, and contribute positively to the quality of life in their school, homes, and communities.

These goals will be achieved primarily through the joint and mutually supportive efforts of students, their parents and staff, in a safe and orderly school environment. The process of governance, school improvement planning, and budgeting will coordinate and integrate efforts and the use of resources in support of the mission in an efficient and effective manner.

C. Provide your school-wide goals as steps in which you are taking to mark the school's progress, also clearly articulate how the goals are monitored.

Administration and staff facilitates the development, articulation, implementation, and stewardship of the vision of learning that is shared and supported by the school community. This is accomplished by involving all stakeholders to take part in robust dialogue to facilitate and develop an authentic vision of learning. Pershing's goal is to ensure that all students are provided with a solid educational experience grounded in researched-based theories and practices and delivered in a manner that is conducive to creating an environment that provides multiple opportunities for growth and development.

D. Provide your school-wide values that articulate how the school is changing its behavior in order to achieve the school's vision.

Pershing's administration and staff promotes the success of all students by advocating, nurturing and sustaining a school culture that cultivates and supports instructional programs and professional development for staff members. The school maintains a culture for a caring school community that value a safe, supportive learning environment. Accomplishments by staff and students are recognized and celebrated on a regular basis. This reinforces the importance of the concept that a positive climate and culture helps to perpetuate students' academic success and emotional well-being.

### **BUILDING LEADERSHIP TEAM MEMBERS**

A. List, by name and title, all members of the Building Leadership Team (this should include: building administrators, classroom teachers, support teachers, parents who are not school employees and community members).

<b>Name</b>	<b>Title/Position</b>
Herbert L. Buie	Principal
Rasheedah El' Amin	Teacher
Marlon Griffin	Teacher
Lakisha Joiner	Teacher
Marlise Jones	Teacher
Patricia McGarvin	Teacher
Dianne Roberson	Teacher
Annette Smith	Teacher
Julie Hume	Literacy Coach
Michelle Williams	Counselor
Amanda Clemons-Gaston	SSD Resource Teacher
Rosalyn Hogan	Parent

B. Insert record of Building Leadership Team meetings here. Include dates and times of meetings.

<b>Dates / Days</b>		<b>Time</b>	<b>Location</b>
Wednesdays	September 14, 2011	4:20-5:20pm	Room 107
Wednesdays	September 21, 2011	4:20-5:20pm	Room 107
Wednesdays	September 28, 2011	4:20-5:20pm	Room 107
Wednesdays	October 5, 2011	4:20-5:20pm	Room 107
Wednesdays	October 12, 2011	4:20-5:20pm	Room 107
Wednesdays	October 19, 2011	4:20-5:20pm	Room 107
Wednesdays	November 2, 2011	4:20-5:20pm	Room 107
Wednesdays	November 9, 2011	4:20-5:20pm	Room 107
Wednesdays	November 16, 2011	4:20-5:20pm	Room 107
Wednesdays	December 7, 2011	4:20-5:20pm	Room 107
Wednesdays	December 14, 2011	4:20-5:20pm	Room 107
Wednesdays	January 4, 2012	4:20-5:20pm	Room 107
Wednesdays	January 11, 2012	4:20-5:20pm	Room 107
Wednesdays	January 18, 2012	4:20-5:20pm	Room 107
Wednesdays	February 1, 2012	4:20-5:20pm	Room 107
Wednesdays	February 8, 2012	4:20-5:20pm	Room 107
Wednesdays	February 15, 2012	4:20-5:20pm	Room 107
Wednesdays	March 7, 2012	4:20-5:20pm	Room 107
Wednesdays	March 21, 2012	4:20-5:20pm	Room 107
Wednesdays	March 28, 2012	4:20-5:20pm	Room 107
Wednesdays	April 18, 2012	4:20-5:20pm	Room 107
Wednesdays	April 25, 2012	4:20-5:20pm	Room 107
Wednesdays	May 2, 2012	4:20-5:20pm	Room 107
Wednesdays	May 9, 2012	4:20-5:20pm	Room 107

## MAP DATA BY SUBGROUP

A. List the school's performance on the MAP AYP report.

<b>Performance Goal (Indicator)</b>	<b>Subgroups</b>	<b>Proficient/Advanced</b>	<b>Previous Year's Goals</b>	<b>Goal Met/Not Met</b>
Math	African American	40.4%	56.4%	Not Met
	IEP	21.1%	50.5%	Not a subgroup
	Free and Reduced Lunch	36.1%	50.8%	Not Met
	Total School	40.4%	56.35%	Not Met

<b>Performance Goal (Indicator)</b>	<b>Subgroups</b>	<b>Proficient/Advanced</b>	<b>Previous Year's Goals</b>	<b>Goal Met/Not Met</b>
Communication Arts	African American	55.2%	48.3%	Met (S)
	IEP	31.6%	32.5%	Not a subgroup
	Free and Reduced Lunch	52.9%	47.3%	Met (S)
	Total School	55.2%	48.3%	Met (S)

## PROGRAM OBJECTIVES, STRATEGIES AND ACTION STEPS

B. Describe how the schoolwide instructional programs/strategies/interventions complement the District Comprehensive School Improvement Plan (CSIP/CSIP Focus).

The building school improvement plan is aligned to the District Comprehensive School Improvement Plan and the overarching goals of student performance, teacher quality, facilities, support and instructional resources, parent-community involvement and governance.

C. List four measurable academic objectives that include both mathematics and communication arts and the strategies and structures that you will create to achieve these objectives. Your objectives should be aligned with the instructional core outlined in the CSIP Focus: essential learning, formative, assessment, student engagement, and instructional leadership. As you and your team respond to this question consider “How will these strategies help us change the level of work to raise the level of challenge for our students?”

**1. Mathematics Objective:** Increase mathematics proficiency for students in grades 3-5 by a minimum of 37.7 % and increase the MPI from 732.2 to 735.2.

School Year	Baseline	Progress	Target	Target Met
2008-2009	43.5%	39.2%	54.1%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2009-2010	39.2%	51.5%	63.3%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	51.5%	40.4%	72.5%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A

School Year	Baseline	Progress	Target	Target Met
2011-12	35.7%		37.7%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-13				<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-14				<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1:</b> Teachers will assist students in developing problem-solving techniques to stimulate new learning.		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Students will use manipulatives to build understanding.	September, 2011	May, 2012
2. Students will analyze, describe and apply knowledge of patterns using tables and graphs.	September, 2011	May, 2012
3. Students will increase competency with computation skills to build confidence and aid in explicit timed activities.	September, 2011	May, 2012

<b>Strategy 2:</b> Teachers will support students in developing their understanding of numbers and operations.		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Students will develop fluency with basic number relationships of multiplication and division.	September, 2011	May, 2012
2. Students will apply and describe strategies used to compute mathematical problems.	September, 2011	May, 2012
3. Students will describe numbers according to their characteristics, including whole numbers, common factors and multiples, prime or composite, and square.	September, 2011	May, 2012

2. **Communication Arts Objective:** Increase communication arts proficiency for students in grades 3-5 to 53.1% and increase the MPI from 760.8 to 763.8.

School Year	Baseline	Progress	Target	Target Met
2008-2009	42.5%	37.7%	59.2%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2009-2010	37.7%	42.6%	67.4%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	42.6%	55.2%	75.5%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
School Year	Baseline	Progress	Target	Target Met
2011-12	51.0%		7 53.1%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-13				<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-14				<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1:</b> Teachers will aid students in developing skills to understand and apply knowledge gained by textual information.		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Students will use details from text to retell main idea, organize a sequence of events, make predictions, make inferences, and distinguish between fact and opinion.	September, 2011	May, 2012
2. Students will apply post reading skills to comprehend text, question to clarify, reflect, analyze, draw conclusions, summarize, paraphrase and determine author's purpose.	September, 2011	May, 2012
3. Students will create original insights, perspectives and understanding by reflecting on text and merging elements from text and existing schema.	September, 2011	May, 2012

<b>Strategy 2:</b> Teachers will support students in developing an explicit, systematic approach to the core concepts of writing.		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Students will use standard spelling and classroom resources to edit and correct spelling in written text.	September, 2011	May, 2012
2. Students will compose texts with relevant details and examples.	September, 2011	May, 2012
3. Students will follow the writing process to edit for conventions.	September, 2011	May, 2012

3.

**Reading Proficiency Objective:** Increase reading proficiency for students in grades 3-5 by a minimum of 15% as measured by the Developmental Reading Assessment.

School Year	Baseline	Progress	Target	Target Met
2010-2011	70%	78%	85%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	78%		93%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1:</b> Teachers will assist students in their use of cognitive strategies to build knowledge from the text.		
Action Steps	Check-In Date	Completion Date
1. Students will engage in divergent thinking by constructing their own strategies for comparing similarities and differences.	September, 2011	May, 2012
2. Students will use advance organizers for acquisition and retention of factual information, reinforce vocabulary learning and support reading skills.	September, 2011	May, 2012
3. Students will summarize information by analyzing, and identifying key concepts.	September, 2011	May, 2012

<b>Strategy 2:</b> Teachers will utilize differentiated instructional techniques within flexible reading groups to meet student's needs.		
Action Steps	Check-In Date	Completion Date
1. Students will utilize word-attack strategies to decode, pronounce and understand unfamiliar words.	September, 2011	May, 2012
2. Students will increase fluency through timed repeated readings.	September, 2011	May, 2012
3. Students will make use of context clues to decipher unfamiliar words.	September, 2011	May, 2012

4.

**Fourth Objective:** Increase student engagement by 15% as measured by MSIP guidelines.

School Year	Baseline	Progress	Target	Target Met
2009-2010	31%	39%	46%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	39%	54%	54%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	54%		69%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1:</b> Teachers will employ project-based learning to aid students in acquiring and applying new knowledge in a problem-solving context.		
Action Steps	Check-In Date	Completion Date
1. Students will utilize technology for research projects.	September, 2011	May, 2012
2. Students will work in cooperative learning groups to explore, interpret, create, analyze, and solve problems.	September, 2011	May, 2012
3. Portfolios will be developed to make students aware of their strengths and work on areas of concern.	September, 2011	May, 2012

<b>Strategy 2:</b> Teachers will cultivate a culture of achievement in the classroom where students are active participants in their own learning.		
Action Steps	Check-In Date	Completion Date
1. Students will engage in simulations to understand cause and effect relationships.	September, 2011	May, 2012
2. Students will participate in research projects to draw connections between information taught and everyday life.	September, 2011	May, 2012
3. Students will engage in hands on activities to manipulate information to embolden their efforts to become critical thinkers and lifelong learners.	September, 2011	May, 2012

## CRITICAL ISSUES

Identify at least two critical issues that impact the academic environment (structural, cultural, or other). Develop measurable academic objectives tied to the CSIP Focus and instructional core or your PBIS goals.

**Critical Issue 1:** Decrease the number of out of school suspensions by 12% as measured by comparing the 2010-2011 end of the year suspension report with the 2011-2012 end of the year suspension report.

School Year	Baseline	Progress	Target	Target Met
2008-2009	21%	18%	0%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2009-2010	18%	12%	0%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	12%	24%	12%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	24%		12%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

**Strategy 1:** Reinforce PBIS school-wide expectations.

Action Steps	Check-In Date	Completion Date
1. Classroom teachers will teach the components of PBIS expectations on a daily basis.	Daily	May, 2012
2. Students will participate in monthly PBIS assemblies to reinforce core behavioral values.	Monthly	May, 2012
3. Students will be provided with opportunities to receive incentives as a result of following PBIS rules and expectations.	Bi-Weekly	May, 2012

**Strategy 2:** Implement Pershing's three-tier behavior system.

Action Steps	Check-In Date	Completion Date
1. Teachers will make weekly contact with parents.	Weekly	May, 2012
2. Identified students will be placed on academic/behavior contracts to monitor progress.	September, 2011	May, 2012
3. Identified students will work in small groups with the counselor to acquire information and skills to be more successful in the school setting.	September, 2011	May, 2012

**Critical Issue 2:** Increase student attendance by 2% as measured by comparing the 2009-2010 attendance report to the 2010-2011 attendance report.

School Year	Baseline	Progress	Target	Target Met
2008-2009	94.6%	93.3%	100%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2009-2010	93.3%	95%	100%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	95%	94%	96%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	94%		96%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

**Strategy 1:** Classroom teachers will monitor student attendance.

Action Steps	Check-In Date	Completion Date
1. Classroom teachers will keep a daily record of attendance.	Daily	May 2012
2. Classroom teachers will notify parents of attendance concerns in a timely manner.	Weekly	May 2012
3. Classroom teachers will provide incentives to those students with perfect attendance on a monthly basis.	Monthly	May 2012

**Strategy 2:** The counselor and social worker will provide additional assistance to students with attendance concerns.

Action Steps	Check-In Date	Completion Date
1. Classroom teachers will notify the counselor after five absences.	September, 2011	May, 2012
2. The counselor will contact parents regarding attendance concerns.	September, 2011	May, 2012
3. The counselor will notify the social worker after five absences and the social worker will meet with parents to devise appropriate plans of action.	September, 2011	May, 2012

## PROFESSIONAL DEVELOPMENT—Insert PD Planning Format here

*High quality professional development is ongoing and sustained throughout the school year. Effective teacher professional development is a set of activities that produce a demonstrable and measurable effect on student academic achievement. Any professional development activity must be aligned to the School Improvement Plan which is grounded in the CSIP. One-day and short-term workshops and conferences that stand alone are not recognized as high quality professional development.*

<p><b>Academic School Improvement Goals:</b></p> <ol style="list-style-type: none"> <li>1. Increase mathematics proficiency for students in grades 3-5 to 37.7%.</li>   <li>2. Increase communication arts proficiency for students in grades 3-5 to 53.1%.</li>   <li>3. Increase the number of students in grades 3-5 who are reading on grade level by spring 2012 as measured by the Developmental Reading Assessment.</li>   <li>4. Increase student engagement by 15% as measured by informal classroom observation walk through forms.</li> </ol>	<p><b>Instructional Core Focus?</b>  <b>What area of the Instructional Core will support our work towards our goals?</b></p> <p>The Administration and staff’s data driven vision for change provides the basis of the school’s professional development program. We will be immersed in the core curriculum which entails using formative assessments, pretests and posttests. Through the sharpening of our skills in the use of cooperative learning, differentiating instruction, Socratic lessons, inquiry-based learning and cultivating an environment conducive to collaboration we will strive to become a professional learning community. This will embolden our focus on student engagement and essential learning which is our main areas of focus.</p>	<p><b>Evidence:</b>  <b>How we measure the impact of the professional development on the classroom (i.e. Pre and Post Data such as: Walk-through Data, Edison Data, Assessment Data, and Collaboration Data)?</b></p> <p>Teachers will use a variety of instructional settings, and learning modalities to ensure that students at every level are making adequate progress. Teachers will continually revise strategies ensuring that every student is successful. Edison benchmark scores and common assessments will demonstrate increased student achievement, as well as demonstrate student’s confidence as learners as they become totally engaged in the learning process.</p>
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August 22, 2011	AM	Opening Day	Keynote Speaker Vision Mission PLC
August 23, 2011	AM PD PM PD 6.0	Building PD	Book Study: Pyramid Response to Intervention
September 27, 2011	ERD 2.5	Building PD	Teacher Presentations of RTI, PBIS data review, MAP strategies presentations, collaboration relating to GLES and or Must Teacher Skills, study of student work (ongoing)
October 28, 2011	AM PD PM Records 2.5	Instructional Core PD	Teacher Presentations of RTI, PBIS data review, MAP strategies presentations, collaboration relating to GLES and or Must Teacher Skills, study of student word (ongoing)
December 22, 2011	ERD 2.5	Building PD	Kagan
January 13, 2012	AM PD PM PD 6.0	Instructional Core PD	Kagan
February 17, 2012	AM PD PM PD 6.0	Instructional Core PD	Kagan
March 16, 2012	AM PD PM Records 2.5	Building PD	Teacher Presentations of RTI, PBIS data review, MAP strategies presentations, collaboration relating to GLES and or Must Teacher Skills, study of student word (ongoing)
April 27, 2011	ERD 2.5	Instructional Core PD	Kagan

August 23, 2011	ERD (2.5)	Menu Time	Teacher presentations of differentiated instruction lessons, PBIS data review, MAP strategies presentations, collaboration relating to GLES and or Must Teach Skills, study of student work
August 30, 2011	ERD (2.5)	Menu Time	PBIS review; Differentiated instruction strategies; Instructional Coach
September 5, 2011	ERD (2.5)	Collaboration Training	Collaboration; Scoring Post Assessment
September 12, 2011	ERD (2.5)	Menu Time	Cooperative Learning Strategies
September 19, 2011	ERD (2.5)	Menu Time	Grade Level Report Out
October 3, 2011	ERD (2.5)	Collaboration Training	Collaboration: Finalize Pre-Assessment
October 10, 2011	ERD (2.5)	Menu Time	MAP/ Differentiated Instruction teacher presentations; PBIS: review of strategies
October 17, 2011	ERD (2.5)	Menu Time	Cooperative Learning strategies
October 24, 2011	ERD (2.5)	Collaboration Training	Collaboration: Creating an instructional response
October 31, 2011	ERD (2.5)	Menu Time	Edison Learning Benchmark Assessment / Differentiated Instruction strategies; Collaboration and the study of student work will be ongoing
November 7, 2011	ERD (2.5)	Menu Time	MAP/ Cooperative Learning Strategies

November 14, 2011	ERD (2.5)	Collaboration Training	Collaboration: Scoring Pre-Assessment
November 21, 2011	ERD (2.5)	Collaboration Training	Collaboration: Finalize Pre-Assessment
November 28, 2011	ERD (2.5)	Menu Time	Differentiated Instruction presentations, Group Discussions/ Presentation; Book study: Kagan Cooperative Learning or Comprehension and Collaboration: Inquiry Circles in Action
December 5, 2011	ERD (2.5)	Menu Time	Grade Level Report Out
December 12, 2011	ERD (2.5)	Menu Time	Edison Learning Benchmark Assessment
December 19, 2011	ERD (2.5)	Collaboration Training	Collaboration: Creating an Instructional Response
December 26 2011	ERD (2.5)	Menu Time	Cooperative Learning Strategies
January 2, 2012	ERD (2.5)	Menu Time	Differentiated Instruction/ Multiple Intelligences; Book Study: Kagan Cooperative Learning or Comprehension and Collaboration: Inquiry Circles in Action
January 9, 2012	ERD (2.5)	Collaboration Training	Collaboration: Creating an Instructional Response
January 16, 2012	ERD (2.5)	Menu Time	PBIS: Trends and Strategies

January 23, 2012	ERD (2.5)	Collaboration Training	Collaboration: Creating an Instructional Response
January 30, 2012	ERD (2.5)	Menu Time	Record Keeping
February 6, 2012	ERD (2.5)	Collaboration Training	Cooperative Learning Strategies; Understanding by Design
February 13, 2012	ERD (2.5)	Menu Time	Collaboration: Creating an Instructional Response
February 20, 2012	ERD (2.5)	Menu Time	MAP testing information
February 27, 2012	ERD (2.5)	Menu Time	Grade Level Report Out
March 5, 2012	ERD (2.5)	Menu Time	Differentiated Instruction Presentations; Book Study: Kagan Cooperative Learning or Comprehension and Collaboration: Inquiry Circles in Action
March 12, 2012	ERD (2.5)	Collaboration Training	Collaboration: Creating an Instructional Response
March 19, 2012	ERD (2.5)	Menu Time	PBIS: Plan for 10/11
March 26, 2012	ERD (2.5)	Menu Time	Vertical Articulation of the grade level expectations
April 2, 2012	ERD (2.5)	Menu Time	Edison Learning Benchmark Assessment

April 9, 2012	ERD (2.5)	Collaboration Training	Collaboration: Creating an Instructional Response
April 16, 2012	ERD (2.5)	Menu Time	Vertical Articulation of the grade level expectations

### **Instructional Core PD Focus Area:**

**Instructional Core PD** – Your school/group can choose to participate in one of the ongoing PD Strands options offered by the district or your building is responsible for providing PD on the Instructional Core. If you choose a district PD Strand, you are committing to all three dates below. You do not have to commit to the additional optional PD; this day can be used for PD in your building.

District Instructional Core PD – 10/28/11 ERD, 1/13/12 AM, 2/17/12 AM

Additional Optional District Instructional Core PD -4/27/12 AM

### **Monday Meeting Schedule**

Date	Focus (i.e. PBIS, Staff meeting, Committee meeting, Collaboration)
1 <sup>st</sup> Monday of month	MAP lessons presented by classroom teachers. PBIS update PLC update
2 <sup>nd</sup> Monday of month	Book Study: Pyramid Response to Intervention
3 <sup>rd</sup> Monday of month	Grade level collaboration meetings.
4 <sup>th</sup> Monday of month	Vertical grade level team meetings.
5 <sup>th</sup> Monday of month	School data meetings. School Improvement Plan meetings.

## PARENT INVOLVEMENT

*Describe the activities to be used to increase parent and family involvement as part of this school improvement plan. The following three areas must be addressed: 1) Communication, 2) Shared responsibility for high student performance, 3) Building parents capacity for involvement in school.*

**Parent Involvement Objective:** Increase parental involvement by 28% as measured by sign-in sheets and surveys.

A. Describe the strategies that will be used to partner with parents including events that actively link parents to learning.

School Year	Baseline	Progress	Target	Target Met
2009-2010	30%	50%	85%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	50%	57%	85%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	57%		85%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

**Strategy 1:** Provide parents with more opportunities to volunteer during school hours.

Action Steps	Check-In Date	Completion Date
1. Parents will spend one hour each month in their child's classroom.	Monthly	May, 2012
2. Parents will participate in Pershing's annual literacy parade held in October.	October, 2011	May, 2012
3. Parents will participate in Pershing's annual read-a-thon which is held twice a year.	Twice Yearly	May, 2012

**Strategy 2:** Provide parents with more opportunities to work collaboratively with teachers and students.

Action Steps	Check-In Date	Completion Date
1. Parents will participate in Pershing's quarterly MAP night activities.	Quarterly	May, 2012
2. Parents will participate in weekly homework help days with students.	Weekly	May, 2012
3. Parents will participate in monthly physical fitness activities <sup>19</sup> with students.	Monthly	May, 2012

B. Discuss how student assessment results will be reported in a language and format that parents can understand as required by the provisions of NCLB.

One of Pershing's most important parent involvement activities is the MAP Open House Night where staff members share with parents the type of assessment, question types and accurate responses to give them insight into what their child is responsible for learning when the MAP test is administered in the spring. A parent MAP Night is also held once a quarter in an attempt to provide parents with additional opportunities to see the types of instruction and assessments students are given on a daily basis. It also provides teachers with opportunities to model strategies that parents can utilize at home to effectively help students with school work. Parents can also participate in hands-on activities to further authenticate the experience. Additionally, Pershing has an active Parent Teacher Organization that supports the school and its academic initiatives.

## **PERSISTENCE TO GRADUATION/GRADE LEVEL TRANSITION**

*Students entering the School District of University City as early as prekindergarten have a predetermined destination for graduation upon entering the educational system. It is the District's responsibility to take measures to assist every student on their journey toward graduation.*

Describe the strategies, structures and procedures your school takes in order to ensure graduation of each student at the grade levels in which your school services.

Pershing's administration and staff have put in place structures and procedures to ensure students graduate and/or promoted as appropriate. Some of the structures include hands-on learning, project-based instruction, individual learning plans, intervention plans, career awareness programs, peer tutoring, meeting the required mandate for No Child Left Behind, and providing extended learning opportunities including after school tutoring. Other structures include the school-wide academic and behavioral monitoring system, monitoring attendance regularly, and engaging all stakeholders' to address the whole child to ensure success academically and socially.

Describe the strategies, structures and procedures you school takes in order to ensure the transition of students from individual grades as well as grade spans (Pre K-K, 5-6, 8-9, 12-Post Graduation).

Poorly orchestrated transitions from one grade level to another can be traumatic and negatively affect student learning. The best transition plans or instructional models take students needs into account. Pershing's teachers participate in vertical grade level articulation of GLE's on a continuous basis. Teachers also group students at the end of the year based on criteria set by administration. This criterion ensures an academic and social balance in each class as students make a seamless transition from one grade level to the next.

## **RESPONSE TO INTERVENTION**

*Each school must take responsibility for all students academically, socially and emotionally. In doing so, each school is to integrate assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.*

A. What structures have been created this school year to support prevention of academic and behavioral failures? How will the structures be monitored and evaluated?

Pershing has implemented student intervention plans for students who score basic and below basic on the MAP test. Pre-tests and Post-tests are given to monitor students' acquisition of knowledge. Bi-Weekly Performance-Based Assessment Reports are completed by teachers and shared with administration during conferences as another tool of evaluation for students. The Literacy and Math Coaches collaborate with classroom teachers on a bi-weekly basis to increase the development of teacher's proficiency in increasing student engagement to maximize student potential. The Literacy Coach will assist teachers in working with skills groups focusing on the identified benchmark descriptors from the MAP test in which students persistently score below grade level. The counselor supports the school-wide discipline plan by executing the school-wide academic /behavior monitoring system for those students who have accumulated infractions due to academic or behavioral concerns. In addition, the counselor works with those students in small groups to reinforce PBIS expectations. The Care Team is also used as an intervention for students. Individualized Intervention Plans are put into place for students and monitored every six weeks.

B. Describe how teachers will be involved in using data for making instructional decisions to improve individual student achievement and the overall instructional program.

Identified Benchmark Descriptors in which student's score below grade level are extracted from the MAP data to aid the teachers in developing "Must Teach Skills" that are used to guide instruction. Pre-tests, Post-tests, and Student Portfolios are utilized to monitor instruction. Pershing teachers participate in grade level and vertical collaborations to consistently ensure high quality instruction. The Comprehensive Balanced Literacy Program, which includes Making Meaning and Being a Writer and the Everyday Mathematics Program, are two scientifically researched based programs that are currently being implemented at Pershing Elementary School. In Comprehensive Balanced Literacy, teachers employ instructional methods focused on literacy components such as, shared reading, independent reading, read-alouds and guided reading. The writing component is also addressed through the use of interactive writing, shared writing, independent writing and modeled writing. In Everyday Mathematics, teachers are teaching problem-solving, algebraic relationships, geometric patterns and authentic experiences. Differentiated instruction, common grade level assessments, MAP enrichment activities and lesson plans reflecting grade level expectations, are all designed to meet the varying academic needs of the students. The Literacy and Math Coaches, tutors and volunteers provide supplemental and/or extended learning opportunities to address the identified areas of need for students scoring below grade level.

C. How will the school know if the needs of ALL students (struggling and advanced) are being met? List the types of monitoring and evaluation tools that will be used periodically through the year to assist the school in knowing that the needs of ALL students are being supported.

The School Accountability Team meets on a weekly basis to discuss and evaluate the progress and effectiveness of the school's program and goals. The monitoring and evaluation tools used to assist the school in meeting the needs of struggling students include, Edison Learning Benchmark Assessments, Developmental Reading Assessments, Performance Based Assessment Tool, Monthly Benchmark Assessments, Everyday Math Quarterly Assessments, collaboratively scored writing prompts and MAP data. Individual Academic Plans, Student Intervention Plans, Student Portfolios, lesson plans and common grade level assessments reviewed by the principal are also used to evaluate, monitor and support students' progress.