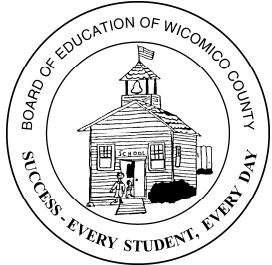


BOARD OF EDUCATION OF WICOMICO COUNTY



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

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

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

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

NORTH SALISBURY ELEMENTARY SCHOOL



School Improvement Plan

2009 – 2010

It is the policy of the Wicomico County Board of Education to provide equal educational and employment opportunities regardless of age, gender, race, color, religion, national origin, disability or sexual orientation.

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

West Salisbury and North Salisbury function together to promote diversified, well-balanced programs that will meet the needs of students and promote the development of individual potential. We are committed to providing an orderly and stimulating environment for all students where the right to learn and the right to teach in an educational setting that is safe, free from disruption and conducive to learning is essential. The maintenance of such a learning atmosphere will be sustained through the cooperative efforts of students, parents, educators and the community.

BELIEF STATEMENT:

- Student development is the foremost priority of our school
- Education is multicultural.
- All students can learn and will be challenged to reach their full potential, becoming confident self-directed, life-long learners.
- Each student is a valued individual with unique physical, social, emotional, cultural, and intellectual needs whose diversity and talents should be respected.
- Students learn in different ways and should be provided with a variety of effective instructional approaches to support learning.
- Challenging expectations increase individual student performance.
- Students learn best when they have appropriate opportunities for success.
- Positive relationships and mutual respect should be the norm between students, parents, educators and the community.
- A safe and physically comfortable environment promotes student learning.
- Students learn to make appropriate decisions given a supportive and challenging learning environment.
- Students need not only to demonstrate their understanding of essential knowledge and skills in meaningful ways, but also need to be involved actively in problem solving and producing quality work.
- Students, parents, educators, and the community share the responsibility for advancing the paired school mission.

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ADEQUATE YEARLY PROGRESS (AYP) RESULTS SUMMARY:

Annual Measurable Objectives - Reading and Math										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading - Grades 3-5	57.8	62.5	67.2	71.8	76.5	81.2	85.9	90.6	95.3	100
Math - Grades 3-5	53.6	58.8	63.9	69.1	74.2	79.4	84.5	89.7	94.8	100

Reading Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	87.5	61.0	YES	90.4	66.1	YES	90.9	71.3	76.5	YES	81.2
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	76.5	NA	81.2
Asian	100.0	37.5	YES	100.0	48.8	YES	100.0	55.4	76.5	YES	81.2
African American	77.9	58.2	YES	83.6	63.2	YES	81.8	68.5	76.5	YES	81.2
White	95.7	58.2	YES	95.7	63.4	YES	97.8	68.9	76.5	YES	81.2
Hispanic	100.0	14.3	YES	87.5	28.7	YES	92.3	44.4	76.5	YES	81.2
FARM	78.0	58.2	YES	83.1	63.5	YES	82.5	68.8	76.5	YES	81.2
Special Education	62.5	46.7	YES	73.8	53.0	YES	68.6	57.0	76.5	YES	81.2
ELL	75.0	21.4	YES	100.0	NA	NA	50.0	NA	76.5	NA	81.2

Math Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	86.6	57.6	YES	90.8	63.1	YES	89.5	68.8	74.2	YES	79.4
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	74.2	NA	79.4
Asian	100.0	33.6	YES	100.0	45.4	YES	100.0	53.1	74.2	YES	79.4
African American	75.5	54.7	YES	83.7	60.2	YES	79.4	66.0	74.2	YES	79.4
White	96.2	54.7	YES	96.2	60.4	YES	97.4	66.4	74.2	YES	79.4
Hispanic	100.0	9.9	YES	100.0	24.7	YES	85.7	42.3	74.2	YES	79.4
FARM	78.5	54.8	YES	84.1	60.5	YES	81.7	66.2	74.2	YES	79.4
Special Education	65.0	43.0	YES	62.8	49.9	YES	57.1	54.0	74.2	YES	79.4
ELL	87.5	17.2	YES	75.0	NA	NA	60.0	20.7	74.2	YES	79.4

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Additional AYP Indicator Results					
(Subgroup performance for attendance or graduation rate is not a factor in determining AYP except for a school in Safe Harbor.)					
Attendance for Elementary/Middle Schools; Graduation Rate for High Schools					
	2005 Results	2006 Results	2007 Results	2008 Results	2009 Results
All Students	96.2 - Met	95.7 - Met	96.7 - Met	96.1 - Met	96.2 - Met

*In Safe Harbor

AYP Status								
	Met AYP	Safe Harbor (See detail above)	Requires Local Attention	School Improvement		Corrective Action	Restructure	
				Yr 1	Yr 2		Yr 1	Yr 2
2002-2003	YES							
2003-2004	YES							
2004-2005	YES							
2005-2006	YES							
2006-2007	YES							
2007-2008	YES							
2008-2009	YES							

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/advanced in Reading to 92%, as measured by MSA.
- For 2010, we will increase the percentage of students at proficient/advanced in math to 92% as measured by MSA.
- For 2010, we will maintain the percentage of student attendance at 96%.

READING GOALS:

Grade 3:

During the 2009-2010 school year, we will increase grade 3 students' proficiency 2 % in <u>reading</u> as measured by the Reading MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	85.9	88.4	72.7		78.2		83.6	
African American	75.0	79.5	72.7		78.2		83.6	
Asian	*	100.0	72.7		78.2		83.6	
Hispanic	*	*	72.7		78.2		83.6	
White	95.9	96.0	72.7		78.2		83.6	
FARM	75.3	77.0	72.7		78.2		83.6	
ELL	*	--	72.7		78.2		83.6	
Special Education	57.1	77.8	72.7		78.2		83.6	
Title I	--	62.5	72.7		78.2		83.6	

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-2010 school year, we will increase grade 3 students' proficiency in reading as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	70	75				
African American	44	55				
Asian	100	100				
Hispanic	58	65				
White	88	90				
FARM	45	55				
ELL	0	65				
Special Education	23	33				
Title I	16	25				

During the 2009-10 school year, we will increase grade 3 students' proficiency in (2A.4.g- Inferences) as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	60	65				
African American	46	56				
Asian	82	88				
Hispanic	57	67				
White	68	74				
FARM	44	54				
ELL	---	50				
Special Education	20	30				
Title I	32	40				

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-2010 school year, we will increase grade 3 students' proficiency in reading as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	81	85				
African American	65	75				
Asian	83	85				
Hispanic	71	75				
White	94	95				
FARM	65	75				
ELL	0	50				
Special Education	38	50				
Title I	41	50				

During the 2009-10 school year, we will increase grade 3 students' proficiency in (3.A3.d- analyze characters- Inferences) as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	63	68				
African American	45	55				
Asian	75	81				
Hispanic	57	62				
White	78	84				
FARM	47	57				
ELL	---	30				
Special Education	36	46				
Title I	28	40				

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Grade 4:

During the 2009-2010 school year, we will increase grade 4 students' proficiency 2% in reading as measured by the Reading MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	91.1	92.0	80.8		84.6		88.5	
African American	85.9	87.5	80.8		84.6		88.5	
Asian	100.0	100.0	80.8		84.6		88.5	
Hispanic	*	*	80.8		84.6		88.5	
White	95.2	95.8	80.8		84.6		88.5	
FARM	85.7	85.4	80.8		84.6		88.5	
ELL	--	*	80.8		84.6		88.5	
Special Education	64.7	66.7	80.8		84.6		88.5	

During the 2009-2010 school year, we will increase grade 4 students' proficiency in reading as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	67	72				
African American	44	54				
Asian	76	81				
Hispanic	-	55				
White	84	90				
FARM	53	63				
ELL	-	55				
Special Education	36	46				

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 4 students' proficiency in (2.A.4.c- Main Idea) as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	50	55				
African American	39	49				
Asian	-	75				
Hispanic	100	100				
White	63	65				
FARM	44	54				
ELL	---	55				
Special Education	38	48				

During the 2009-2010 school year, we will increase grade 4 students' proficiency in reading as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	65	70				
African American	37	47				
Asian	-	75				
Hispanic	-	55				
White	84	89				
FARM	46	56				
ELL	-	55				
Special Education	36	46				

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 4 students' proficiency in **(2.A.6.b- Identify and explain additions or changes to format or text features that would make it easier to understand)** as measured by **Reading Benchmark 2** as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	55	60				
African American	38	48				
Asian	-	75				
Hispanic	33	38				
White	67	72				
FARM	44	54				
ELL	-	55				
Special Education	31	41				

Grade 5:

During the 2009-2010 school year, we will increase grade 5 students' proficiency 2% in **reading** as measured by the Reading MSA as shown:

Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	85.1	88.6	76.1		80.9		85.7	
African American	72.2	78.3	76.1		80.9		85.7	
Asian	100.0	100.0	76.1		80.9		85.7	
Hispanic	*	*	76.1		80.9		85.7	
White	95.1	95.7	76.1		80.9		85.7	
FARM	73.2	82.4	76.1		80.9		85.7	
ELL	--	--	76.1		80.9		85.7	
Special Education	61.5	64.3	76.1		80.9		85.7	

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-2010 school year, we will increase grade 5 students' proficiency in reading as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	78	80				
African American	67	77				
Asian	100	100				
Hispanic	67	77				
White	92	95				
FARM	65	75				
ELL	0	-				
Special Education	70	80				

During the 2009-10 school year, we will increase grade 5 students' proficiency in 2.A.2f Identify and explain the contributions of text features to meaning as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	75	80				
African American	66	76				
Asian	80	85				
Hispanic	50	60				
White	88	90				
FARM	62	72				
ELL	---	---				
Special Education	50	60				

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-2010 school year, we will increase grade 5 students' proficiency in <u>reading</u> as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	71	75				
African American	55	65				
Asian	83	90				
Hispanic	67	75				
White	88	90				
FARM	57	67				
ELL	0	75				
Special Education	55	65				

During the 2009-10 school year, we will increase grade 5 students' proficiency in (1.E.4.d- Draw conclusions or make generalizations about the text.) as measured by Reading Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	65	70				
African American	55	65				
Asian	67	75				
Hispanic	67	77				
White	75	80				
FARM	59	69				
ELL	65	75				
Special Education	50	60				

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MATH GOALS:

Grade 3:

During the 2009-2010 school year, we will increase grade 3 students' proficiency 3% in <u>math</u> as measured by the Math MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	81.3	87.2	76.1		80.9		85.7	
African American	64.5	75.9	76.1		80.9		85.7	
Asian	*	100.0	76.1		80.9		85.7	
Hispanic	*	*	76.1		80.9		85.7	
White	95.9	96.0	76.1		80.9		85.7	
FARM	71.8	73.3	76.1		80.9		85.7	
ELL	*	*	76.1		80.9		85.7	
Special Education	50.0	50.0	76.1		80.9		85.7	
Title I	--	63.3	76.1		80.9		85.7	

During the 2009-2010 school year, we will increase grade 3 students' proficiency in <u>math</u> as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	71	76				
African American	45	55				
Asian	82	87				
Hispanic	72	77				
White	92	95				
FARM	54	64				
ELL	0	55				
Special Education	38	48				
Title I	17	22				

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 3 students' proficiency in (6.C.1.b Subtract whole numbers) as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	70	75				
African American	47	57				
Asian	91	96				
Hispanic	57	67				
White	86	91				
FARM	53	63				
ELL	33	43				
Special Education	47	57				
Title I	28	33				

During the 2009-2010 school year, we will increase grade 3 students' proficiency in math as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	87	92				
African American	73	83				
Asian	100	100				
Hispanic	86	91				
White	97	100				
FARM	76	86				
ELL	75	80				
Special Education	36	41				
Title I	62	67				

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 3 students' proficiency in (6.C.1.f Represent multiplication and division facts using number sentences, pictures, and drawings) as measured by Math Benchmark 2 as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	84	89				
African American	73	83				
Asian	100	100				
Hispanic	71	76				
White	92	97				
FARM	69	79				
ELL	50	60				
Special Education	40	50				
Title I	61	66				

Grade 4:

During the 2009-2010 school year, we will increase grade 4 students' proficiency 2% in math as measured by the Math MSA as shown:

Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	87.6	93.8	76.0		80.8		85.6	
African American	80.3	90.0	76.0		80.8		85.6	
Asian	100.0	100.0	76.0		80.8		85.6	
Hispanic	*	*	76.0		80.8		85.6	
White	93.7	97.2	76.0		80.8		85.6	
FARM	82.9	88.8	76.0		80.8		85.6	
ELL	--	*	76.0		80.8		85.6	
Special Education	58.8	60.0	76.0		80.8		85.6	

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-2010 school year, we will increase grade 4 students' proficiency in math as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	74	79				
African American	52	62				
Asian	80	85				
Hispanic	100	100				
White	90	95				
FARM	58	68				
ELL	100	100				
Special Education	36	46				

During the 2009-10 school year, we will increase grade 4 students' proficiency in (4.B.1.b- interpret line graphs.) as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	70	75				
African American	50	60				
Asian	75	80				
Hispanic	100	100				
White	85	90				
FARM	58	68				
ELL	50	60				
Special Education	50	60				
Title I						

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-2010 school year, we will increase grade 4 students' proficiency in Math as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	77	83				
African American	60	70				
Asian	94	99				
Hispanic	100	100				
White	88	93				
FARM	65	75				
ELL	100	100				
Special Education	43	53				

During the 2009-10 school year, we will increase grade 4 students' proficiency in (6.C.1.d- divide whole numbers.) as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	73	78				
African American	58	68				
Asian	82	87				
Hispanic	100	100				
White	84	89				
FARM	59	69				
ELL	50	60				
Special Education	54	64				

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Grade 5:

During the 2009-2010 school year, we will increase grade 5 students' proficiency 2% in <u>math</u> as measured by the Math MSA as shown:								
Student Group:	2007 Proficient	2008 Proficient	2009 AMO	2009 Proficient	2010 AMO	2010 Proficient	2011 AMO	2011 Proficient
All Students	90.7	90.0	70.6		76.5		82.4	
African American	81.9	81.7	70.6		76.5		82.4	
Asian	100.0	100.0	70.6		76.5		82.4	
Hispanic	*	*	70.6		76.5		82.4	
White	97.5	95.7	70.6		76.5		82.4	
FARM	81.7	86.8	70.6		76.5		82.4	
ELL	--	--	70.6		76.5		82.4	
Special Education	84.6	64.3	70.6		76.5		82.4	

During the 2009-2010 school year, we will increase grade 5 students' proficiency in <u>Math</u> as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	67	72				
African American	47	57				
Asian	100	100				
Hispanic	66	76				
White	88	93				
FARM	52	62				
ELL	0	55				
Special Education	50	60				

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 5 students' proficiency in (6.C.1.c- Interpret remainders) as measured by Math Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	61	66				
African American	49	59				
Asian	80	85				
Hispanic	50	60				
White	72	77				
FARM	55	65				
ELL	---	75				
Special Education	42	52				

During the 2009-2010 school year, we will increase grade 5 students' proficiency in math as measured by Math Benchmark 2 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	64	69				
African American	41	51				
Asian	100	100				
Hispanic	67	72				
White	87	92				
FARM	48	58				
ELL	100	100				
Special Education	36	46				

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 5 students' proficiency in (6.C.1.d- add and subtract fractions) as measured by **Math Benchmark 2** as shown:

Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	62	67				
African American	79	89				
Asian	100	100				
Hispanic	100	100				
White	96	98				
FARM	84	94				
ELL	100	100				
Special Education	67	77				

ATTENDANCE/GRADUATION RATE GOAL:

During 2010 school year, we will maintain the percentage of student attendance to 96%

Student Group:	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	96.1					
African American	96.6					
Asian	97.8					
Hispanic	96.1					
White	95.2					
FARM	95.9					
ELL	*					
Special Education	94.8					
Title I	95.9					

**indicates fewer than 5 students. "—" indicates no students in category.*

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

SCHOOL CLIMATE GOALS

- During the 2009-10 school year, we will increase instructional time as measured by a decrease in office referrals for “classroom disruption” by 10% from the 2008-09 rate.
- During the 2009-10 school year we will earn a Stakeholder Satisfaction rate of 3.5 as measured by the Stakeholder Report Card completed at the end of term 2.

PARENT INVOLVEMENT GOALS

- During the 2009-10 school year, classroom teachers will have at least 1 face-to-face meeting or verbal communication with 100% of their homeroom families by the end of term 1.
 - Action Steps
 - Teachers will keep a log of conferences and phone calls held.
 - Events will be planned that encourage parent involvement both by the school and individual teachers or grade level teams.
- During the 2009-10 school year we will increase our PTA attendance to an average of 100 parents per meeting over five meetings.
 - Action steps
 - Schedule speakers or programs and events that will encourage parent attendance at meetings
 - Hold meetings at times that vary and are convenient to parents
 - Provide adequate notification and reminders of PTA meetings
 - Professional development on X2 Notes will be provided in August

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

DESCRIPTION OF CURRENT REALITY:

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
AYP Status	<ul style="list-style-type: none"> • Have met AYP each year by 20 percentage points on average 	
Reading – MSA (elementary/middle schools)	<ul style="list-style-type: none"> • Have met AYP each year for past 5 years by a minimum of 19 percentage points. • Gr. 3 % of students achieving at Basic level decreased over past 6 years from 46.9 to 11.6% • Gr. 5 % of students achieving at Basic decreased over [st 4 years from 28.2 % points to 11. 4% points • GR. 5 increased the number achieving at exceeding from 37.2 % points to 63.6% points 	<ul style="list-style-type: none"> • All disaggregated groups exceeded the AMO except Sp. Ed. • Sp. Ed fell below the 71.8 standard at 68.4 but still well within the confidence band.(Low band was 53) • Sp. Ed reading scores over the past 3 years have increased from 56% in 2006 to 73.8 in 2008 • Gr. 3 Sp. Ed. gap closing over last 4 years from 42.2 % points to 11.2 % points • Gr. 4 Sp. Ed. gap closing over last 4 years from 53.8% points to 27.9 % points but has leveled off at about 66% over last 3 years • GR. 5 Sp. Ed. closing over last 4 years from 47.5% points to 27% points • FARM and Af. Am. achievement is within a few percentage points for the past 3 years but a gap of 13% points still exists between Af. Am, FARM and White students • Gr. 3 FARM vs. NON-FARM gap closed over last 4 years from 34 % points to 19.7% points • Gr. 4 FARM vs. NON-FARM closed the gap over past 4 years from 22.5 % points to 14.6 % points • The gap between Af. Am and white students has decreased from 16.3 % points in 2006 to 12.1 in 2008 • GR. 3 achievement gap closed over last 4 years from 32.9 to 16.5 • Gr. 4 achievement gap closed over last 4 years from 25 points to 8.3% points • GR. 5 achievement gap has closed over the past 4 years from 40.5 % point gap to 17.4% point gap

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																								
Reading/English – Benchmark assessment #1	<ul style="list-style-type: none"> • Gr. 3 70% Proficient or advanced • Gr.4 67% Proficient or Advanced • Gr. 5 78% Proficient or Advanced • Gr. 3 students achieved the lowest on standards 3.A.3.d Conclusions about the characters' traits based on what the character says and does and 3.A.3a A Conclusions about the characters' traits based on what the character says and does- Inferences. A SMART goal will be developed on drawing conclusions about the characters' traits based on what the character says and does • Gr. 4 students achieved lowest on standards 2A.4.c identifying the main idea of the whole or portion of the text and 3.A.3.e making connections among characters. A SMART goal will be developed for identifying the main idea of the whole or portion of the text. • Gr. 5 students achieved the lowest on standards 2.A.2.f Connections between text features and meaning; 3.A.3.b Narrative text with exposition, rising action, climax and resolution. A SMART goal will be developed on identifying how text features contribute to meaning 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Grade</th> <th style="width: 15%;">Af. Am.</th> <th style="width: 15%;">White</th> <th style="width: 15%;">FARM</th> <th style="width: 15%;">Sp. Ed</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>44</td> <td>88</td> <td>45</td> <td>23</td> </tr> <tr> <td>4</td> <td>44</td> <td>84</td> <td>53</td> <td>36</td> </tr> <tr> <td>5</td> <td>67</td> <td>92</td> <td>65</td> <td>70</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Gap between achievement of Af. Am. vs. white and FARM vs. NON-FARM continues at all grade levels 					Grade	Af. Am.	White	FARM	Sp. Ed	3	44	88	45	23	4	44	84	53	36	5	67	92	65	70
Grade	Af. Am.	White	FARM	Sp. Ed																						
3	44	88	45	23																						
4	44	84	53	36																						
5	67	92	65	70																						
Reading/English – Benchmark assessment #2	<ul style="list-style-type: none"> • Gr. 3 71% Proficient or advanced • Gr.4 Proficient or Advanced • Gr. 5 Proficient or Advanced • Gr. 3 students achieved the lowest on standards 3.A3.d- analyze characters- Inferences and 1B.1.a – vowel patterns. A SMART goal will be developed on 3.A3.d- analyze characters- Inferences • Gr. 4 students achieved lowest on standards 2.A.6.b- Identify and explain additions or changes to format or text features that would make it easier to understand and 2.A.4d Identify the main idea from the text or a portion of the text. A SMART goal will be developed for 2.A.6.b- Identify and explain additions or changes to format or text features that would make it easier to understand 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Grade</th> <th style="width: 15%;">Af. Am.</th> <th style="width: 15%;">White</th> <th style="width: 15%;">FARM</th> <th style="width: 15%;">Sp. Ed</th> </tr> </thead> <tbody> <tr> <td>.3</td> <td>66</td> <td>94</td> <td>65</td> <td>36</td> </tr> <tr> <td>4</td> <td>37</td> <td>80</td> <td>46</td> <td>31</td> </tr> <tr> <td>5</td> <td>55</td> <td>88</td> <td>55</td> <td>50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Gap between achievement of Af. Am. vs. white and FARM vs. NON-FARM continues at all grade levels 					Grade	Af. Am.	White	FARM	Sp. Ed	.3	66	94	65	36	4	37	80	46	31	5	55	88	55	50
Grade	Af. Am.	White	FARM	Sp. Ed																						
.3	66	94	65	36																						
4	37	80	46	31																						
5	55	88	55	50																						

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
	<ul style="list-style-type: none"> • Gr. 5 students achieved the lowest on standards 1.E.4.d- Draw conclusions or make generalizations about the text and 1D.3.b Prefixes and suffixes. A SMART goal will be developed on 1.E.4.d- Draw conclusions or make generalizations about the text. 	
Reading/English – Formative assessments		
Reading – SRI		
Reading/English – Other (specify)		
Math – MSA (elementary/middle schools)	<ul style="list-style-type: none"> • Have met AYP each year for past 5 years by a minimum of 23 percentage points. • GR. 3 over past 4 years decreased number of students at Basic from 23.9 % points to 12.7% points • Gr. 3 increased number of students at exceeding from 39.3% points to 54.3% points • Gr. 4 over last 5 years decreased % of students scoring at Basic from 25.3 % to 6.2 % • Gr.4 increased the number of advanced from 42.4 to 67.3% • Gr. 5 % of students achieving at basic decreased from 31. 4 over the past 4 years to 10% 	<ul style="list-style-type: none"> • All disaggregated groups exceeded the AMO except Sp. Ed. • Sp. Ed fell below the 69.1 standard at 59% but still well within the confidence band.(Low band was 49.9) • Sp. Ed math scores over the past 3 years have increased from 20.8% in 2005 to 59% in 2008 • Gr. 3 Sp. Ed gap has not made progress in closing the achievement gap over last 4 years ranging from 28.8 to 39.6 % point gaps • Gr. 4 Sp. Ed closed gap over past 4 years from 58.4% points to 37.3 % points • FARM and Af. Am. achievement is within a few percentage points for the past 3 years but a gap of 14% points still exists between Af. Am, FARM and White students • Gr.3 FARM vs. NON-FARM gap has varied greatly from a low in 2006 of 8.9 to last year at 24.7% points • Gr. 4 FARM vs. NON-FARM gap closed from 39.1 % points to 7.2 % points over last 4 years • Gr. 5 FARM vs. NON-FARM gap closed from 48.2 % points to 6.3 % points over last 4 years • The gap between Af. Am. and white students have decreased from 24.4 % points in 2006 to 12.5% in 2008 • Gr. 3 achievement gap has not closed significantly over the past

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																								
		4 years, only 23.7% points to 20.1 % points <ul style="list-style-type: none"> • Gr. 4 achievement gap closed over last 4 years from 28.2% points to 7.2 % points • GR. 5 achievement gap closed over last 4 years from 44.8 % points to 14% points 																								
Math/Algebra – Benchmark assessment #1	<ul style="list-style-type: none"> • Gr. 3 71% Proficient or advanced • Gr.4 74% Proficient or Advanced • Gr. 5 67% Proficient or Advanced • The standards that students achieved lowest on for Gr. 3 were 6.C.1.b Subtracting whole numbers; and 6.A.1.a Read, write, and represent whole numbers using symbols, words and models. Subtracting whole numbers will the standard to develop a SMART goal on • The standards that students achieved lowest on in Gr. 4 were 4.B.1.b Interpreting line graphs; 3.C1.c Determine elapsed , end and start time; 1.B.1.a Represent numeric quantities using operational symbols. Interpreting line graphs will be the standard to develop a SMART goal as it can be addressed in all content areas • The standards that students achieved the lowest on in Gr. 5 were 6.C.1.c Interpret remainders and quotients in the context of a problem; 6.A.1.e Compare, order and describe decimals; 1.A.1c Complete a one operation function table. The standard that a SMART goal will be developed is Interpret remainders and quotients in the context of a problem 	<table border="1" data-bbox="1213 586 1953 776"> <thead> <tr> <th>Grade</th> <th>Af. Am.</th> <th>White</th> <th>FARM</th> <th>Sp. Ed</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>45</td> <td>92</td> <td>54</td> <td>38</td> </tr> <tr> <td>4</td> <td>52</td> <td>90</td> <td>59</td> <td>36</td> </tr> <tr> <td>5</td> <td>47</td> <td>68</td> <td>52</td> <td>50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Gap between Af. Am. and White and FARM and NON-FARM still exist. • Fifth grade students as a whole did not achieve at a high level, however, fifth grade sp. Ed scored as well or higher than Af. am. and FARM. 					Grade	Af. Am.	White	FARM	Sp. Ed	3	45	92	54	38	4	52	90	59	36	5	47	68	52	50
Grade	Af. Am.	White	FARM	Sp. Ed																						
3	45	92	54	38																						
4	52	90	59	36																						
5	47	68	52	50																						

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																								
Math/Algebra – Benchmark assessment #2	<ul style="list-style-type: none"> • Gr. 3 71% Proficient or advanced • Gr.4 Proficient or Advanced • Gr. 5 64% Proficient or Advanced • The standards that students achieved lowest on for Gr. 3 were 6.C.1.f Represent multiplication and division facts using number sentences, pictures and drawings and 1.A.1.b – Represent and analyze numeric patterns using skip counting by 3 or 4. 6.C.1.f Represent multiplication and division facts using number sentences, pictures and drawings will the standard to develop a SMART goal on • The standards that students achieved lowest on in Gr. 4 were 3.C.1.b – Determine area and 6.C.1.d – Divide whole numbers. 6.C.1.d – Divide whole numbers. will be the standard to develop a SMART goal as it can be addressed in all content areas • The standards that students achieved the lowest on in Gr. 5 were 1.B.1.a – Represent unknown quantities with one unknown and one operation; 6.C.1.d – Add and subtract fractions with unlike denominators; 6.A.1.d – Compare and order fractions; and 3.C.2.b – Determine equivalent units of measurement (time).The standard that a SMART goal will be developed is 6.C.1.d – Add and subtract fractions with unlike denominators 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Grade</th> <th style="width: 15%;">Af. Am.</th> <th style="width: 15%;">White</th> <th style="width: 15%;">FARM</th> <th style="width: 15%;">Sp. Ed</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>74</td> <td>97</td> <td>77</td> <td>33</td> </tr> <tr> <td>4</td> <td>60</td> <td>89</td> <td>65</td> <td>46</td> </tr> <tr> <td>5</td> <td>41</td> <td>87</td> <td>47</td> <td>33</td> </tr> </tbody> </table>					Grade	Af. Am.	White	FARM	Sp. Ed	3	74	97	77	33	4	60	89	65	46	5	41	87	47	33
Grade	Af. Am.	White	FARM	Sp. Ed																						
3	74	97	77	33																						
4	60	89	65	46																						
5	41	87	47	33																						
Math/Algebra – Formative assessments		<ul style="list-style-type: none"> • Gap between Af. Am. and White and FARM and NON-FARM still exist. 																								
Math – YPP (elementary/schools)																										
Math – Other (specify)																										
Biology Benchmarks	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 																								
Government Benchmarks	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 																								
Student Attendance	<ul style="list-style-type: none"> • The attendance rate has remained consistent for the past five years at 96% 	<ul style="list-style-type: none"> • No difference in FARM vs. NON-FARM attendance rate • The attendance rate for all sub groups has remained consistently 																								

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
		<ul style="list-style-type: none"> • The attendance rate for Title I and Non-Title I shows no difference • Special Ed. Attendance is slightly lower than the regular ed. population but still above 94%
Office Referrals		
Suspensions – In-school and out-of-school		
School Climate – Other		
School Climate – Other		
Parent Involvement		

Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - In aggregate our students are performing well and continue to show growth. Our disaggregated data shows growth with continued achievement in closing the gap.
2. Describe any trends in the areas of strength.
3. Describe areas of need that exist through most or all data sources or grades.
 - The achievement gap between Af. Am and White and FARM and NON-FARM although closing, is still there especially on the benchmarks.
4. Describe any trends in the areas of need.
 - Scores in fifth grade tend to fall particularly in math. The math curriculum is more difficult, so assistance from previous grades will be needed to help overcome this deficiency.
 - The higher order thinking skills of analysis, synthesis and evaluation need to be addressed particularly in reading and math but must also be addressed in all the content areas.

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

TITLE I INFORMATION:

North Salisbury School was identified as eligible for Title I services in 2007-08 and will be continuing implementation of a targeted-assistance program for the school year 2009-2010. The students of North Salisbury School are residents of communities that are urban, suburban, and rural in nature.

North Salisbury is a school within a school in that it serves a Home School population and Wicomico County's Magnet Program for High Achievers. The Home school children attend North Salisbury because this is their attendance district and constitutes 47% of the school's total population. The area immediately surrounding the school is made up of a range of socio-economic leveled households. Parents are primarily "blue-collar" workers, many of whom live in rental properties that are more than fifty years old. Within the school district is the Joseph House. This facility provides temporary housing/support to homeless families. Children who receive these services attend North Salisbury while in residence. The school also draws from one of Wicomico County's largest mobile home parks as well as middle and upper middle class developments.

The Magnet Program enrollment currently is 275 or 53% of the total school population. Students from the Fruitland school district to the south, Glen Avenue, East Salisbury, and Pittsville to the east and Delmar to the north, who meet program criteria, are given the option to attend this program for high achievers.

Currently the total school FARM percentage is 47.89%. The percentage for just the Home School population was 71% and 25% for the Magnet population.

North Salisbury's targeted Title I program will include:

Instructional Support – Using multiple criteria determined by the staff, students will be identified for instructional support. Reading and math will be the instructional areas targeted for support. Title I paraprofessionals will be provided with daily plans from the classroom teachers listing the students to be served and the skills to be taught. Title I teaching staff will provide support in the inclusion model as well as opportunities for pull out interventions. We are integrating the Title I program with the 21st Century grant, PBIS, REACH initiative, SOAR, Read Naturally, PDS, Mobile Dentistry Program, and Community Foundation grants.

Professional Development is provided both professional and paraprofessional staff at the school level and the county level. In addition the Title I supervisor will provide additional professional development for Title I teachers and paraprofessionals.

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Title I Parent Workshops/Parent Involvement Committee

Annually, Title I teachers present a workshop for parents based on the needs identified through a parent survey, with a focus on a school strategy that will help their child to meet with success.

Twice annually, PAC meetings are held to ensure that parent representatives have an opportunity to offer input regarding the variety of Title I programs offered during the school year and an evaluation of these programs. Parent input on budget expenditures, community resources and staff development is welcomed.

Title I Family Events

Twice annually, the Title I staff hold Reading and Math events for students and parents. The activities, strategies, games, and materials are practiced and applied in an interactive forum. The activities and strategies reflect the identified instructional needs of the students as determined by the PLC process. At the end of the evening, each family takes home a packet of activities related to the skills and strategies demonstrated during the workshop.

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

- Maintaining strong communication with the Department of Human Resources regarding the “highly qualified” status of individual teachers and the “qualified” status of paraprofessionals (Master Plan Action Steps 11.18 and 12.8)
- Reviewing assignments of teachers and working with the Department of Human Resources to make necessary personnel changes to ensure classes are taught by “highly qualified” teachers (Master Plan Action Step 11.22)
- Providing on-going systematic training for paraprofessionals related to their assignment (Master Plan Action Step 12.9)
- Facilitating the continuous improvement of teacher and administrator skills and content knowledge to support student learning and close achievement gaps (Master Plan Action Step 13.7)
- Providing coaching, instructional support, and training for teachers utilizing Reading and Math Coordinators and Professional Development Coaches (Master Plan Action Step 13.9)
- All of the high poverty elementary schools in Wicomico County are also Title I schools. Therefore, in addition to the efforts directed at all schools in the district, the Title I Supervisor works closely with building administrators to monitor the highly qualified status of teachers in these schools. Ensuring teachers in high poverty schools are highly qualified is a top priority when staffing changes are requested or required in both elementary and secondary schools. All content supervisors work

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

collaboratively with the Directors of Elementary Education, Secondary Education, and Human Resources to determine the best placement for teachers.

- North Salisbury offers a support network of technology, reading, math, new teacher, and PDS support through mentoring and a partnership with Salisbury University.

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

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

SCHOOL IMPROVEMENT PRIORITIES:

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.</p> <ul style="list-style-type: none"> • Teachers will provide daily, explicit instruction aligned with the content standards and the Voluntary State Curriculum: Teachers will implement daily lessons designed to meet objectives/assessment limits from the Voluntary State Curriculum. Teachers will use the Wicomico County pacing guides for Science, Reading and Math to insure coverage of all grade-level standards. Teachers will utilize research-based instructional materials and strategies to implement lessons that meet the needs of diverse learners. Teachers will post objectives, in child-friendly language that specifically describe the concepts/skills to be taught and then mastered by the students for each lesson. The daily objective(s) will be referred to in the introductory and summary portions of the daily lesson plan. As part of a daily lesson plan, teachers will incorporate a formative or informal assessment to evaluate student understanding. • Teachers will modify instructional strategies and/or pacing daily, based on formative and summative assessments. • Teachers will plan instruction based on grade level standards, student instructional needs and grade level SMART goals. • The emphasis of instruction in all content areas will be using higher order thinking skills such as comprehension, application, analysis, synthesis, and evaluation. • Teachers will provide on-going differentiated instruction to meet the needs of the students in reading. Differentiation in flexible groups, will be based on content, students' ability/instructional level, and learning styles. Teachers will use research-based strategies outlined in the Literacy Framework. • Teachers will provide on-going differentiated instruction in Math to meet the needs of the students based on students' ability, and learning styles. Small group instruction (flexible groups), one-on-one instruction and/or Cooperative Learning strategies will be used to accelerate student learning using materials at the students' instructional level. • Teachers will provide students with instruction delivered in a more visual and interactive mode through the use of technology when feasible. • Teachers, Title I staff, and instructional assistants will provide one-on-one or small group instruction daily to accelerate student learning in reading and/or math through the use of supplemental materials that are aligned with the VSC at the students' instructional level. • TAD teachers will provide advanced instruction once a cycle for identified gifted students. • Special Education teachers and assistants will plan and co-teach with classroom teachers to provide instruction that will accommodate IEP's for all Special Education students. Classroom teachers will collaborate with Special Education teachers to provide instruction and accommodations for students with 504 plans. 	2

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning. (Continued)</p> <ul style="list-style-type: none"> • The ELL teacher will provide instruction and collaborate with classroom teachers to accommodate the needs and requirements of all English Language Learners. • Magnet teachers will provide accelerated instruction in Language Arts and math at least 1 year above grade level for students that qualify for Magnet placement. Instruction in Science and Social Studies will follow the grade level State and County Curriculum but in more depth with an emphasis on higher order analysis, synthesis and evaluation. • Teachers will (as part of the Professional Development School affiliation with Salisbury University) utilize interns, methods students, and foundations students to assist with differentiated instructional strategies, small group, and one-on-one instruction. • Teachers will recommend students for participation in the mentoring program in order to provide them with a support system that will help them gain confidence and improve their academic skills through interaction with positive role models. • Teachers will recommend students for the STARS after-school program, based on student performance, daily observations, behavior, attendance, etc. • The guidance counselor will provide test-taking strategies for students prior to the MSA testing window in order to help them approach the testing situation confidently. • The school staff will meet to organize a school wide REACH program (See B3) that will educate children and families to the opportunities available through our high schools in grade 3, higher education (colleges, technical and trade schools) in grade 4, and career and business opportunities in grade 5. REACH funds and the PBIS program will work together to take students on field trips and to bring resource people to the school. The goal will be to help children and parents set life goals, to become educated on the processes needed to achieve these goals, and obtain resources to assist them in this process. • Teachers will promote participation in Summer Enrichment programs. • Teachers will recommend those students who have not mastered grade-level skills in Reading and Math for participation in the county summer school program. Title I students will be recommended for summer school. • Administrators will recommend students for the Alternative Classroom Environment (ACE) class when behaviors and instructional frustration prevent students from being successful. Students will complete the instructional objectives that are being worked on in their classroom with the ACE room teacher. Strategies will be taught through counseling, tutoring and a behavior management plan so that students can be successfully transitioned back to the classroom. • Students will be given daily opportunities for independent reading for an extended period. This may occur in any content area and may be self-selected text, or teacher selected. The goal is to have children become successful independent readers. 	2

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process. <i>Include a description of how Professional Learning Communities are organized in your school.</i></p> <ul style="list-style-type: none"> • Teachers will use a multitude of assessments to evaluate student understanding and growth. These assessments may include but are not limited to: chapter tests, theme tests, quarterly math tests, content area unit tests, Turning Point, BCR's, ECR's, SR's, YPP, Math Facts In A Flash, SRI, class work assignments, quick checks such as write down one idea you learned, summarize what you learned today, exit passes, etc. • Teachers, administrator(s), PD coaches, Technology coach, reading and/or math teachers, Title I teacher(s) and special ed teachers will meet as grade level teams (Professional Learning Community - PLC) every week. One week the focus will be on math the following week the focus is on reading. Grade 3 will meet on Tuesdays, Grade 4 on Wednesdays and Grade 5 on Thursdays. Home school will meet from 8:30-9:30, Magnet from 2:30-3:30. The team will review pacing, student progress on SRI, summative assessments (chapter tests, skills tests, Benchmark tests, etc.), formative assessments (teacher made assessments), BCR's, ECR's, Turning Point results, Math Facts in a Flash; Areas of need will be identified; a plan will be developed to provide support for students and professional development for teachers, in the identified areas of need; determination will be made as to who will provide the support; and a timeline for delivering these services will be developed. During these meetings students will also be identified for referral for student services support. • Teachers, administrator(s), PD coaches, reading and math teachers, Title I teacher and special education teachers will meet two times a year in Grade Level Instructional Leadership Teams (GLILT) to analyze grade level student progress on SRI, YPP, summative assessments (chapter tests, Benchmark assessments, skills tests, etc.), formative assessments (teacher made assessments), BCR's, ECR's, Turning Point results, and Math Facts in a Flash; a plan will be developed to address identified needs both for students and for professional development; determination will be made as to who will provide the support and resources; professional development may also occur at these meetings. • The Instructional Leadership Team (ILT) will meet five times a year, (four ½ day sessions.– Oct, Nov. Feb, & May and 1 full day session - April) to examine school wide student progress based on the information gleaned from the GILT meetings, review implementation of the School Improvement Plan, and develop plan of action to address identified areas of need. This will also be a time for cross-grade level examination of curriculum and overall student progress. • Administration will develop the master schedule to provide time and coverage for grade level planning and for the weekly grade level meetings (PLC). • Each student will maintain a data folder that charts personal progress in reading and math and other areas as needed. SMART Goals identified in the needs assessment will be specifically charted and a plan developed to assess and improve goals. • The administration and TRT will continue to train staff on the use of Edusoft and X2 Gradebook to utilize the data base of student assessment and demographic information for efficient use of data to make instructional decisions and communicate student achievement. 	2

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes.</p> <ul style="list-style-type: none"> • Teachers of all content areas will teach and model pre-reading strategies of surveying the text, making connections to prior knowledge, making predictions, and formulating questions about the text. The goal is for all students to automatically and independently utilize these processes prior to reading. The practice will be reinforced until it does occur independently. • Teachers of all content areas will teach and reinforce during reading strategies by requiring students to restate, summarize or paraphrase what they read, adjust predictions, use a graphic organizer to record the important ideas, visualize what has been read and analyze how this new information connects with their prior knowledge. • Teachers of all content areas will teach after-reading strategies to have students identify supporting details both directly stated and implied, and to identify both a directly stated or inferred main idea of the text; Clarify and extend the information from the text and to make connections with prior knowledge. • See A1.3 	2
<p>A4 Develop classroom level assessments that mirror the content and structural demands of the Reading MSA.</p> <ul style="list-style-type: none"> • Teachers will provide students with daily opportunities for oral and/or informal written responses that reflect student understanding/interpretation of the text to increase their ease of writing. • The reading coach will provide teachers with strategies to practice informal writing in reading. (using pictures, diagrams, exit tickets, responding to an oral prompt, etc.) • Teachers will use SR's, and BCR's as part of their formative assessments all year long. • Teachers will develop students' ability to work independently for increasingly extended periods of time. The goal is to have students working independently for a 40 minute period prior to MSA, which would include the completion of at least two BCR's. 	4

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A5 Utilize student learning data to accelerate student achievement in reading.</p> <ul style="list-style-type: none"> • Teachers, using SRI data, skills tests, and formative assessments, will provide students with the opportunity to set goals and to create a plan to achieve at grade level and/or increase their lexile scores by a minimum of 100 points by the end of the school year. • Teachers will analyze student data during bi-monthly grade level team meetings (PLC) to determine students’ strengths and weaknesses and progress toward SMART goals. Decisions will be made as to which students need acceleration and/or additional assistance and instruction from the reading support staff, special education teachers and Title I support. • Teachers will, in the beginning of the school year, analyze MSA, Benchmark and SRI results to determine strengths and weaknesses of individuals as well as all subgroups to plan instruction. • The Title I teacher will utilize the weighted criteria to identify students that will be served by the Title I program at the start of the school year, sharing the ranked order with the Title I supervisor and making revisions in identified students being served periodically as a result of information analyzed during Grade level meetings. 	4
<p>A6 Utilize strategies to teach problem solving, logic, etc. to meet the needs of diverse learners and improve learning in mathematics.</p> <ul style="list-style-type: none"> • Teachers will provide on-going instruction and modeling in application and problem solving. • Teachers will emphasize instruction on problem solving as a process, not just computation. • Teachers will require students to complete BCR’s / ECR’s and conditional BCR’s at a proficient level , demonstrating accurate computation and problem-solving skills, application of mathematical terminology, and an explanation of their thought processes using data from the problem in the explanation. • Teachers will have students analyze their responses to BCR’s/ECR’s through cooperative learning groups, peer evaluation and group discussion. • Teachers will demonstrate logical thinking skills using the “I Do, We Do, You Do” instructional model, including daily think-alouds, and teacher modeling, whole-group guided practice, and independent application. 	2

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A7 Develop classroom level assessments that mirror the content and structural demands of the Math MSA.</p> <ul style="list-style-type: none"> • Teachers will provide on-going reinforcement and practice in the application of grade-level appropriate math terminology. • Teachers will provide students with daily opportunities for oral and/or informal written responses that reflect student understanding of the math process being taught to increase their ease of writing in math. • The math coach will provide teachers with strategies to practice informal writing in math. (using pictures, diagrams, exit tickets, responding to an oral prompt, etc.) • Teachers will use SR's, BCR's, ECR's and conditional BCR's on an on-going basis throughout the year. • Teachers will develop students' ability to work independently on a problem solving activity(s) for increasingly extended periods of time. The goal is by MSA administration to have students working independently for a 40 minute period, which would include the completion of at least two BCR/ECR's. 	4
<p>A8 Utilize student learning data to accelerate student achievement in math.</p> <ul style="list-style-type: none"> • Teachers will provide students with the opportunity to monitor progress and continually set achievement goals using YPP, Math Facts in a Flash, chapter tests, Benchmarks and other formative assessments. The goal for Math Facts in a Flash would be for all students to pass all levels at a rate of 3 minutes by the end of the year. • Teachers will analyze student data during the twice monthly grade level math team meetings (PLC) to determine students' strengths and weaknesses and progress toward SMART goals. Decisions will be made as to which students need acceleration and/or additional assistance and instruction from the math support staff, special education teachers and Title I support. • The Title I teacher will utilize the weighted criteria to identify students that will be served by the Title I program at the start of the school year, sharing the ranked order with the Title I supervisor and making revisions in identified students being served periodically as a result of information analyzed during Grade level meetings. • Teachers will, at the beginning of the year, analyze MSA and Benchmark results to determine strengths and weaknesses of individuals as well as all subgroups and develop a plan to address the instructional needs. 	4

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</p> <ul style="list-style-type: none"> • Teachers will provide opportunities for students to complete extended writing responses using the computer and/or Palms with keyboards. Teachers will have students write BCR responses using paper and pencil, then have students type their responses into the computer. By January, fourth and fifth grade students will progress to writing their responses directly to the computer. Prior to MSA administration, the goal is for fourth and fifth grade students to complete a proficient BCR response using the keyboard in less than 5 minutes. • Teachers will provide opportunities for students to read and analyze informational and literary text(s) electronically so that students receive practice reading in this format. • The Media Assistant will continue to support the reading, math, science, social studies and technology goals through reinforcement and instruction during media class times. Students will receive practice in journaling, reading electronic tests, evaluating on-line information, and searching for information on the Internet. • Teachers will provide opportunities for students to search for and analyze content related and age appropriate information from the Internet. Teachers will instruct students to evaluate electronic text for author's purpose, bias, and relevance. • Teachers will provide students with the opportunities to interact with a variety of technological tools such as Turning Point, PDA's, EBeam, InterWrite, laptops, desktops, closed-circuit TV, GPS, iTouch, etc. • Teachers will instruct students about what constitutes cyber-bullying and the ramifications, throughout the school year. Appropriate use of electronic communication will be reinforced consistently. 	16
<p>A10 Utilize the grade level standards of the science Voluntary State Curriculum to plan instruction that will meet the needs of students and improve learning in science. (Intermediate grades only)</p> <ul style="list-style-type: none"> • Administration will develop the master schedule so that Science is taught every term. • Teachers will follow the County Science Curriculum to plan instruction. • Teachers will teach and model the use of technology to gather and analyze data, formulate responses to BCR's and display scientific results in their science instruction and assessments. • Teachers will provide opportunities for students to use technology to gather and analyze data, formulate responses to BCR's and display scientific results. • Teachers will provide opportunities for students to interpret and analyze information from diagrams, charts, graphs, maps, • Teachers will provide hands-on experiences in science investigation. • Teachers will provide instruction and practice on BCR's that have bulleted specifics and multiple scenarios within the same question. Professional development will be provided for teachers on this format. • Fifth grade teachers will conduct on line practice of the Science MSA prior to testing. 	2

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A11 Improve teachers' expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> • Teachers will access GroupWise to utilize the school calendar and email. • Teachers will insert photos and text regarding student and grade level activities, and reminders to the Axis TV. • Teachers will use D2L to share and utilize instructional resources and access school related references. • The Technology Integration Coach and Technology Resource Teacher will provide on-going professional development support for technology integration and continuous skill development for all professional and paraprofessional staff. This will be accomplished through grade level team meetings, after school in-services and summer workshops. • Administration will arrange professional development on InterWrite and other electronic tools. • Administrators will arrange in-service on the X2 Gradebook to all classroom teachers in August and on as needed basis. 	2
<p>A12 Facilitate student transitions from the primary schools to the intermediate school and from fifth grade to middle school.</p> <ul style="list-style-type: none"> • North Salisbury administrators and staff, in conjunction with West Salisbury administration and staff, will facilitate the transition of second grade students from West Salisbury to the North Salisbury campus. A visitation and an orientation to North will be conducted in May during the school day for second graders, and an open house will be conducted for students and families in August prior to the opening of school. • Administrators of North Salisbury and West Salisbury will facilitate articulation meetings between second grade teachers, third grade teachers, and support personnel with the purpose of providing appropriate placement and instruction, support services and staffing for the up-coming school year. • North Salisbury administrators and staff will facilitate the transition of Magnet students to the North Salisbury campus. An informational meeting will be conducted in May/June for incoming Magnet students, and an open house will be conducted for students and families in August prior to the opening of school. • North Salisbury administrators and staff will work with middle school guidance counselors to determine orientation meetings and visitations in order to facilitate the transition of fifth graders to middle school. • The guidance counselor will provide lessons on the transition from elementary to middle school. 	

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A13 Utilize reading for information as a content area teaching tool in all classes.</p> <ul style="list-style-type: none"> • Teachers of all content areas will utilize a variety of informational texts such as, textbooks, reference materials, newspapers, magazines, articles, biographies, and on-line resources. • Teachers of all content areas will teach students to identify and analyze the use of print features, graphic aids, informational aids, on-line features and organizational aids to facilitate comprehension. • Teachers of all content areas will teach students to identify supporting details both directly stated and implied, and to identify both a directly stated or inferred main idea of the text; Clarify and extend the information from the text and to make connections with prior knowledge. 	2

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<p>B1 Review and analyze student attendance data.</p> <ul style="list-style-type: none"> • Administration will identify monthly, the grade levels whose attendance percentage falls below the 94% level for the month as measured by the monthly attendance report that is sent into the Central Office. Individuals whose attendance is a concern will be referred to the Student Services Team. • The Administration will refer for Student Services support as needed on a case-by-case basis. • The Home School Liaison will evaluate the progress of school wide attendance and targeted students. The HSL will work with families on attendance issues. • Administration will send out attendance concern letters to the parents/guardians of students with unexcused absences over 10 days or excessive excused absences. • The County Parent Link System will call the homes of all absent students on a daily basis. 	9
<p>B2 Implement a monthly school-wide attendance incentive.</p> <ul style="list-style-type: none"> • The School Attendance Committee will implement the attendance incentive program. Students will determine the attendance percentage for the homeroom class daily, as of 8:30 (Magnet) 9:00 (Home) and post it outside the classroom door on a chart provided by the AC. • Teachers of classes that have 100% attendance will place a star on the chart for each day demonstrating 100% attendance • Teachers, at the end of each month, will receive a larger star to display the total number of days in the month that 100% attendance was achieved. • Class(es) with the highest number of days with 100% will receive a reward, and will be recognized in the school newsletter, on Axis TV and during morning announcements. 	9

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<p>B3 Implement Project REACH to help students set long term goals toward career and educational options.</p> <ul style="list-style-type: none"> • The staff will meet to brainstorm and plan the educational experiences each grade level will pursue towards the goals of the REACH program as well as develop a pre-post survey to be used for program evaluation. • REACH funding will be sought through school improvement funds, grants and donations to fund field trips and educational experiences for students. • Third grade will focus on high school opportunities and resources; Fourth grade on higher education facilities including trade and technical schools; Fifth grade will focus on career and business opportunities. • Parents will be part of this process to become aware of resources and opportunities available. Parents will be surveyed for resources and talents that may be utilized in the program. Parent participation will be welcomed and encouraged. • The REACH Program will use a pre-post student survey to evaluate program effectiveness. 	9

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>C1 Review and analyze student behavior data.</p> <ul style="list-style-type: none"> • The assistant principal will compile a monthly conduct report that identifies areas of behavior concerns as evidenced by referrals to the office. • The PBIS team will gather data for identified areas of concern and develop a plan of action. • The ILT will review the conduct reports at each meeting and develop a plan of action to address identified areas of school-wide concern. 	7
<p>C2 Maintain and implement the school's Crisis Management Plan.</p> <ul style="list-style-type: none"> • Administration will review and revise the Crisis Management Plan to ensure compliance with MSDE and local requirements. • Administration will conduct an in-service with all staff before the first day of school on the revised Crisis Management Plan. • Administration will conduct fire safety drills monthly and crisis drills twice a year. 	7

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>C3 Engage stakeholders in the recognition, promotion and enhancement of student strengths using the Developmental Assets.</p> <ul style="list-style-type: none"> • Administration and teachers will provide orientation and promote the Mustang PRIDE (Polite, Responsible, Improving, Disciplines, and Encouraging) Program at grade level assemblies the first week of school. Administration will make PRIDE values part of morning announcements. The guidance counselor and ACE room teacher will promote this positive value program in lessons given to each class in September. All staff will give “Mustang Bucks” to students who were caught demonstrating PRIDE behaviors. • Citizenship certificates will be issued each term for students who receive all S’s and O’s for work, social and behavior habits on the report cards. • The Alternative Classroom Environment teacher in cooperation with the guidance counselor will develop behavior modification plans for improving student behaviors so that they can self-monitor behavior and experience success in the classroom. • The Home School Liaison will mentor and communicate with parents to positively influence student behaviors and academic success. • Classroom teachers will provide an Issue Bin or Parking Lot board in each classroom. Teachers will instruct students to write issues they see as pluses and/or deltas to promote a safe and effective learning community. Teachers will conduct class meetings as needed to address issues brought up in the class Issue Bin or Parking Lot. The goal is to be proactive before issues become causes of conflict and to teach students conflict resolution strategies. The guidance counselor will be used as a resource as needed. • Staff will receive training in PBIS during the summer and will develop and implement components on a school wide basis. Teachers will monitor progress throughout the school year. • Staff will promote positive behaviors and accomplishments through postings on Axis TV and morning TV announcements and Positive Referrals. • Staff will post pictures of students’ positive accomplishments on the hallway walls throughout the school. 	9
<p>C4 Implement Anti-Bullying program</p> <ul style="list-style-type: none"> • Teachers will display the Anti-Bully Pledge Chart in the classroom. • Teachers will have students recite the Anti-Bully Pledge daily as part of morning announcements. • The guidance counselor, teachers and administration will instruct students throughout the year on what bullying and cyber-bullying is, what it looks like and techniques for dealing with bullying behavior. This will be done in classroom lessons, individual conferences, morning announcements and group interventions. 	7

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority D: Engage parents in taking an active role in their child’s daily educational program</i>	
Action Step	Aligns with Master Plan Strategy #
<p>D1 Enhance parent communication and family involvement in the educational process.</p> <ul style="list-style-type: none"> • Teachers will instruct students on the use of the Agenda for documenting homework assignments and school events. Teachers will share with parents during PTA meetings, conferences and in written form how the students will use the Agenda and how the teacher and parent can use as a communication device. • The Title I PAC committee reviews the Student/Parent Compact. The compact will be shared with all stakeholders. This compact will be included in targeted students’ Thursday folders. The compact will be revised at the second Title I PAC meeting. • Title I staff and parents will be encouraged to attend four Parent Advisory Council (PAC) meetings (2 school-wide, 2 county-wide). • Title I staff will share the North Salisbury and County Parent Involvement Policy with all families at the Title I orientation meeting to be held in the September. The Parent Involvement Policy will be reviewed at the spring PAC meeting. • Title I staff along with Reading and Math teachers will hold two Family Nights, one for math and one for Reading. Activities will be based on the needs of students. • Title I staff will conduct a Parent Workshop at the school level and encourage family participation in the monthly county workshops held at Pinehurst. Focus at workshops will be placed on specific strategies to help their child at home. These activities will be based on a parent survey filled out at the beginning of the school year. • Administration will provide each student with a Thursday Folder. Each week this folder will go home on Thursday with newsletters, flyers and important information for parents to receive. Administration and teachers will inform parents during PTA meetings, conferences and in newsletters to look for this folder every Thursday. • At the PTA meeting that is dedicated for parent conferences, the Student/Parent compact will be utilized during the individual parent conferences. • Mentoring Coordinator will hold a Team Meet before the October PTA meeting for collaboration among teachers, mentors, mentees, and parents. • STARS staff will plan and implement three Family Nights during the course of the school year. • During the 2009-10 school year, classroom teachers will have at least 1 face-to-face meeting or verbal communication with 100% of their homeroom families by the end of term 1. • Parents will be included in the REACH field trips and experiences to assist their children in goal setting and career education. 	6

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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

- Application and integration of higher order questioning and thinking in all content areas
- Teachers use the X2 Gradebook features to prepare for on-line grade book use by parents
- Integrating the use of graphs in all contents, stressing the analysis, and synthesis of data in one or more graphs
- Training on the organization and use of data folders (Baldrige Training) including data gathering, analysis and goal setting
- Teachers will gain skills in integrating technology into their lessons
- Teachers will gain skills in identifying the modalities of learning, and how to adapt a lesson to meet those needs
- Teachers will gain skills in the use of the school designed PBIS systems

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

- A1, A2, A5, A6, A8, A9, A11, A13, B3, D1

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

B. Activity/Program Content and Delivery

Program Description(s) (Briefly describe the content of each aspect of the program.)	Professional Development Content Standards¹	Delivery System(s)²	Participants	Person(s) Responsible for Planning	Is Follow-up Planned? (Yes or No) If yes, describe the follow up activities that are planned.³
Application and integration of higher order questioning in content areas	Quality Teaching	Weekly grade level team meetings	Grade level teams, Administrator(s), Title I teacher, Special Ed. teacher, PD coaches	Administrator(s) & PD coaches	Follow-up in grade level discussions, observations and PD coach work with teachers
X2 Gradebook Utilization	Family involvement	August PD day	Grade level teachers	Administrator(s), TRT	Individual sessions with TRT, end of term faculty meeting
Integrating the use of graphs in all contents, stressing the analysis, and synthesis of data in one or more graphs Teachers will gain skills in identifying the modalities of learning, and how to adapt a lesson to meet those needs including technology integration	Quality Teaching	Weekly grade level team meetings	Grade level teams, Administrator(s), Title I teacher, Special Ed. teacher, PD coaches	Administrator(s) & PD coaches	Follow-up in grade level discussions, observations and PD coach(s) work with teachers; PLC
Teachers will gain skills in the components of Baldrige for data analysis and goal setting.	Quality Teaching'	August PD days	Classroom teachers	Administrator(s)	Weekly grade level team meetings; quarterly PLC's

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Notes

¹ **Indicate which of the content standards for professional development will be addressed. (Additional information about each standard is included in the Appendix)**

- Content knowledge and quality teaching
- Diverse learning needs
- Research-based
- Collaboration
- Student learning environments
- Family involvement

² **Indicate the type of delivery system(s) that will be used.**

- Large group presentation
- Discussion/study groups
- Demonstrations
- Observation of participants
- Feedback to participants on mastery of new knowledge and skills
- Action Research
- Review of student work and planning instructional improvement
- Preparation of new instructional materials
- Other (describe)

³ **Types of follow up activities might include:**

- Additional presentations and introduction of new content
- Discussion/study groups
- Classroom demonstrations
- Observation of participants
- Action research
- Review of student work
- Preparation of new instructional materials
- Formal feedback on efforts to implement and use new knowledge and skills

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

- An administrators will be in attendance for all weekly grade level team meetings, PLC's, PBIS meetings and ILT meetings. PBIS committee will evaluate progress of PBIS and school climate monthly. Weekly grade level teams focus on planning and progress in 2-4 week intervals; PLC's focus on planning and progress toward SMART goals quarterly; ILT focuses on school-wide progress and planning toward SMART goals.

**NORTH SALISBURY ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

C. Evaluation Plan

Program Description(s) (Copy the program description from the chart in Part B.)	Did the program actually occur?	Who participated?	What follow up occurred and who participated in it?	Program Evaluation How was the program evaluated? Was the activity successful? Why?
Application and integration of higher order questioning in content areas				
X2 Gradebook Utilization				
Integrating the use of graphs in all contents, stressing the analysis, and synthesis of data in one or more graphs Teachers will gain skills in identifying the modalities of learning, and how to adapt a lesson to meet those needs including technology integration				
Teachers will gain skills in the components of Baldrige for data analysis and goal setting.				

Note: The evaluation report will be submitted to the Director of Curriculum and Professional Development within four weeks of the ending date or May 30 whichever occurs first.