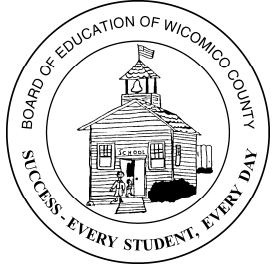


BOARD OF EDUCATION OF WICOMICO COUNTY



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

SALISBURY MIDDLE 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.

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

MISSION STATEMENT:

At Salisbury Middle School, our mission is to create a safe, technology-rich learning environment that focuses on personal success for all.

Code of Commitment:

- I will give 100% effort by being an active learner.
- I will follow all safety rules
- I will give and receive honest feedback.
- I will respect others and myself.
- I will be responsible for my actions.

BELIEF STATEMENT:

- We believe all students must have the right to learn in a safe and comfortable environment.
- We believe everyone in our school must be valued and treated with respect.
- We believe the primary focus of all decisions and actions must be to assist everyone in developing skills to learn effectively now and in the future.
- We believe all students must accept responsibility for their behavior and the choices they make and behave in a manner in which teaching and learning can occur.
- We believe our students must be developed – one student at a time.
- We believe instruction must be aligned with the goals & expectations for student learning.
- We believe all students must be actively involved in their learning.

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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 6-8	56.7	61.5	66.3	71.4	75.9	80.8	85.6	90.4	95.2	100
Math - Grades 6-8	35.7	42.8	50.0	57.1	64.3	71.4	78.6	85.7	92.9	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	62.3	62.0	YES	69.7	66.9	YES	79.4	71.9	75.9	YES	80.8
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	75.9	NA	80.8
Asian	90.5	38.3	YES	87.0	45.5	YES	93.1	54.4	75.9	YES	80.8
African American	43.2	60.4	NO	57.2	65.3	NO	71.2	70.2	75.9	YES	80.8
White	85.2	59.5	YES	84.1	64.5	YES	87.6	69.9	75.9	YES	80.8
Hispanic	76.0	40.7	YES	76.2	44.3	YES	71.4	50.6	75.9	YES	80.8
FARM	43.1	59.9	NO	53.2	64.9	NO	69.4	70.1	75.9	YES*	80.8
Special Education	33.9	54.5	NO	38.9	60.2	NO	54.5	65.5	75.9	YES*	80.8
ELL	0.0	NA	NA	50.0	NA	NA	100.0	NA	75.9	NA	80.8

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	58.7	45.4	YES	65.6	52.5	YES	69.2	59.8	64.3	YES	71.4
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	64.3	NA	71.4
Asian	95.2	20.4	YES	100.0	29.2	YES	96.6	40.2	64.3	YES	71.4
African American	41.6	43.8	NO	49.9	50.8	NO	54.0	57.8	64.3	YES*	71.4
White	79.2	42.8	YES	82.6	49.9	YES	83.6	57.6	64.3	YES	71.4
Hispanic	60.0	22.9	YES	76.2	27.9	YES	66.7	36.0	64.3	YES	71.4
FARM	40.8	43.3	NO	48.1	50.4	NO	53.5	57.8	64.3	YES*	71.4
Special Education	33.9	37.5	YES*	34.1	45.2	NO	37.4	52.6	64.3	YES*	71.4
ELL	0.0	NA	NA	50.0	NA	NA	100.0	NA	64.3	NA	71.4

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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	92.2 - Met	92.6 - Met	93.6 - Met	93.1 - Met	94.5 - 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	NO							
2003-2004	YES							
2004-2005	NO		YES					
2005-2006	YES	YES						
2006-2007	NO	YES	YES					
2007-2008	NO			YES				
2008-2009	YES	YES		YES				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/ advanced in reading to 80.8% as measured by MSA.
- For 2010, we will increase the percentage of students at proficient/ advanced in math to 71.4% as measured by MSA.
- For 2010, we will increase (maintain) the percentage of student attendance to (at or above) 94%.

READING GOALS:

Grade 6:

During the 2009-10 school year, we will increase grade 6 students' proficiency 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	65%	73%	77.5		82.0		86.5	
African American	48.3%	59.9%	77.5		82.0		86.5	
Asian	100%	48.3%	77.5		82.0		86.5	
Hispanic	--	75%	77.5		82.0		86.5	
White	86.5%	88%	77.5		82.0		86.5	
FARM	47.3%	53.3%	77.5		82.0		86.5	
ELL	---	---	77.5		82.0		86.5	
Special Education	31.6%	38.2%	77.5		82.0		86.5	

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 6 students' proficiency in <u>reading</u> 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	32%	37%				
African American	18%	28%				
Asian	67%	72%				
Hispanic	56%	61%				
White	42%	47%				
FARM	18%	28%				
ELL	---	---				
Special Education	3%	8%				

During the 2009-10 school year, we will increase grade 6 students' proficiency in 2A4D Summarize and Paraphrase 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	24%	29%				
African American	15%	25%				
Asian	22%	27%				
Hispanic	33%	38%				
White	34%	39%				
FARM	15%	25%				
ELL	---	---				
Special Education	9%	14%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 6 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	33%	38%				
African American	27%	37%				
Asian	56%	61%				
Hispanic	22%	27%				
White	38%	43%				
FARM	20%	30%				
ELL	---	---				
Special Education	10%	15%				

During the 2009-10 school year, we will increase grade 6 students' proficiency in 3A3B Analyze relationships between and among characters, setting, 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	30%	35%				
African American	28%	38%				
Asian	56%	61%				
Hispanic	33%	38%				
White	35%	40%				
FARM	27%	37%				
ELL	---	---				
Special Education	16%	21%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Grade 7:

During the 2009-10 school year, we will increase grade 7 students' proficiency 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	61%	73%	76.3		81.0		85.8	
African American	43.6%	62%	76.3		81.0		85.8	
Asian	*	83%	76.3		81.0		85.8	
Hispanic	100%	*	76.3		81.0		85.8	
White	79.4%	85%	76.3		81.0		85.8	
FARM	37%	58%	76.3		81.0		85.8	
ELL	---	---	76.3		81.0		85.8	
Special Education	21%	34%	76.3		81.0		85.8	

During the 2009-10 school year, we will increase grade 7 students' proficiency in <u>reading</u> 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	58%	63%				
African American	43%	53%				
Asian	100%	100%				
Hispanic	50%	60%				
White	73%	75%				
FARM	39%	49%				
ELL	---	---				
Special Education	6%	11%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 7 students' proficiency in 2A3A Organizational patterns of informational text 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	34%	40%				
African American	27%	37%				
Asian	44%	50%				
Hispanic	50%	55%				
White	41%	46%				
FARM	29%	39%				
ELL	---	---				
Special Education	18%	23%				

During the 2009-10 school year, we will increase grade 7 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	60%	66%				
African American	44%	54%				
Asian	89%	100%				
Hispanic	62%	67%				
White	76%	80%				
FARM	41%	51%				
ELL	---	---				
Special Education	14%	19%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 7 students' proficiency in 2A3A Organizational patterns of informational 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	35%	42%				
African American	28%	38%				
Asian	56%	61%				
Hispanic	25%	35%				
White	41%	48%				
FARM	27%	37%				
ELL	---	---				
Special Education	28%	33%				

Grade 8:

During the 2009-10 school year, we will increase grade 8 students' proficiency 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	56%	63%	74.1		79.3		84.5	
African American	36%	50%	74.1		79.3		84.5	
Asian	83%	*	74.1		79.3		84.5	
Hispanic	55%	65%	74.1		79.3		84.5	
White	83%	77%	74.1		79.3		84.5	
FARM	39%	49%	74.1		79.3		84.5	
ELL	---	---	74.1		79.3		84.5	
Special Education	18%	25%	74.1		79.3		84.5	

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 8 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	63%	75%				
African American	63%	73%				
Asian	88%	100%				
Hispanic	46%	56%				
White	81%	90%				
FARM	48 %	58%				
ELL	---	---				
Special Education	32%	42%				

During the 2009-10 school year, we will increase grade 8 students' proficiency in 2A3A Analyze the organizational patterns of texts 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	47%	57%				
African American	42%	52%				
Asian	82%	87%				
Hispanic	0%	10%				
White	50%	60%				
FARM	44%	54%				
ELL	---	---				
Special Education	32%	37%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 8 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	43%	53%				
African American	25%	35%				
Asian	82%	87%				
Hispanic	0%	10%				
White	62%	72%				
FARM	24%	34%				
ELL	---	---				
Special Education	6%	11%				

During the 2009-10 school year, we will increase grade 8 students' proficiency in 1E4C Draw inferences and/or conclusions and make generalizations 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	44%	54%				
African American	35%	45%				
Asian	45%	55%				
Hispanic	0%	10%				
White	54%	64%				
FARM	35%	45%				
ELL	---	---				
Special Education	19%	24%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

MATH GOALS:

Grade 6:

During the 2009-10 school year, we will increase grade 6 students' proficiency 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	60%	68%	65.6		72.5		79.4	
African American	45%	55.3%	65.6		72.5		79.4	
Asian	100%	100%	65.6		72.5		79.4	
Hispanic	*	50%	65.6		72.5		79.4	
White	77%	83%	65.6		72.5		79.4	
FARM	42%	52%	65.6		72.5		79.4	
ELL	---	---	65.6		72.5		79.4	
Special Education	42%	47%	65.6		72.5		79.4	

During the 2009-10 school year, we will increase grade 6 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	47%	55%				
African American	34%	44%				
Asian	100%	100%				
Hispanic	67%	75%				
White	54%	60%				
FARM	37%	47%				
ELL	---	----				
Special Education	38%	43%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 6 students' proficiency in 6.A.1.d Compare & order decimals & fractions 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	54%	60%				
African American	40%	50%				
Asian	56%	60%				
Hispanic	78%	83%				
White	65%	70%				
FARM	43%	53%				
ELL	---	---				
Special Education	38%	43%				

During the 2009-10 school year, we will increase grade 6 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	45%	52%				
African American	30%	40%				
Asian	67%	75%				
Hispanic	71%	80%				
White	57%	65%				
FARM	31%	41%				
ELL	---	---				
Special Education	26%	31%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 6 students' proficiency in (6.A.1.d Compare & order fractions & decimals) 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	45%	60%				
African American	34%	46%				
Asian	44%	60%				
Hispanic	57%	75%				
White	54%	64%				
FARM	36%	48%				
ELL	---	---				
Special Education	29%	39%				

Grade 7:

During the 2009-10 school year, we will increase grade 7 students' proficiency 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	63%	65%	64.2		71.3		78.5	
African American	45.4%	47%	64.2		71.3		78.5	
Asian	*	100%	64.2		71.3		78.5	
Hispanic	83%	*	64.2		71.3		78.5	
White	81%	85%	64.2		71.3		78.5	
FARM	42%	47%	64.2		71.3		78.5	
ELL	---	---	64.2		71.3		78.5	
Special Education	19%	20%	64.2		71.3		78.5	

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 7 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	51%	60%				
African American	36%	41%				
Asian	67%	70%				
Hispanic	50%	55%				
White	68%	75%				
FARM	35%	40%				
ELL	---	---				
Special Education	23%	28%				

During the 2009-10 school year, we will increase grade 7 students' proficiency in (1.B.2.b Solve equations with a focus on rational numbers & integers) 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	49%	55%				
African American	35%	40%				
Asian	78%	90%				
Hispanic	38%	45%				
White	62%	70%				
FARM	32%	38%				
ELL	---	---				
Special Education	20%	25%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 7 students' proficiency in <u>math</u> 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	31%	50%				
African American	19%	30%				
Asian	43%	53%				
Hispanic	14%	25%				
White	46%	55%				
FARM	15%	22%				
ELL	---	---				
Special Education	7%	15%				

During the 2009-10 school year, we will increase grade 7 students' proficiency in (3.C.1.a Determine area of quadrilaterals) 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	50%	60%				
African American	41%	50%				
Asian	29%	35%				
Hispanic	43%	50%				
White	64%	70%				
FARM	37%	45%				
ELL	---	---				
Special Education	14%	20%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Grade 8:

During the 2009-10 school year, we will increase grade 8 students' proficiency 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	48.5%	61%	63.2		70.6		77.9	
African American	31%	45%	63.2		70.6		77.9	
Asian	83%	*	63.2		70.6		77.9	
Hispanic	44%	100%	63.2		70.6		77.9	
White	71%	78%	63.2		70.6		77.9	
FARM	42%	47%	63.2		70.6		77.9	
ELL	---	---	63.2		70.6		77.9	
Special Education	12%	19%	63.2		70.6		77.9	

During the 2009-10 school year, we will increase grade 8 students' proficiency in <u>math</u> as measured by Algebra Part 1 October Assessment 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	45%	49.5%				
African American	35%	38.5%				
Asian	*	*				
Hispanic	67%	73.7%				
White	62%	68.2%				
FARM	35%	38.5%				
ELL	---	---				
Special Education	30%	33%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 8 students' proficiency in (6.A.1.b Compare order & describe rational numbers) as measured by Algebra Part 1 October Assessment 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	41%	45.1%				
Asian	*	*				
Hispanic	33%	36.3%				
White	69%	75.9%				
FARM	40%	44%				
ELL	---	---				
Special Education	50%	55%				

During the 2009-10 school year, we will increase grade 8 students' proficiency in math as measured by Algebra Part 1 January Assessment 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	41%	45.1%				
African American	37%	40.7%				
Asian	*	*				
Hispanic	67%	73.7%				
White	50%	55%				
FARM	35%	38.5%				
ELL	---	---				
Special Education	29%	31.9%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

During the 2009-10 school year, we will increase grade 8 students' proficiency in (2D1a Determine similar parts of polygons) as measured by Algebra Part 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	36%	39.6%				
African American	36%	39.6%				
Asian	*	*				
Hispanic	0%	10%				
White	40%	44%				
FARM	36%	39.6%				
ELL	---	---				
Special Education	26%	28.6%				

ATTENDANCE GOALS:

For 2010, we will increase (maintain) the percentage of student attendance to (at or above) 94%.						
Student Group:	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	93.1%	94%				
African American	92.7%	94%				
Asian	97.4%	94%				
Hispanic	92.4%	94%				
White	93.4%	94%				
FARM	91.2%	94%				
ELL	---	---				
Special Education	92.2%	94%				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

SCHOOL CLIMATE GOALS:

- During the 2009-10 school year, we will increase the respect shown by students as measured by a 10% reduction in office referrals due to “disrespect,” “insubordination,” and “classroom disruption” from the 2008-09 rate.
- Salisbury Middle School implemented its first year of the PBIS program. This program has rewarded students to for demonstrating positive behaviors.
- Therefore, through further implementations and other interventions, we look to decrease referral numbers in our at-risk categories.

PARENT INVOLVEMENT GOALS:

- During the 2009-10 school year, we will track parent volunteer hours, and increase involvement in school sponsored events and PTA visitation by 10%.
- Salisbury Middle School has tracked parent involvement for our PTA and Family Nights.
- The Salisbury Middle School PTA has also funded 3 PTA nights where they have provided meals. We have data to support these nights as being better attended.
- During the 2009-2010 school, Salisbury Middle School will track parent attendance through teacher sign in sheets.

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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"> All white, Asian and Hispanic students have consistently met AYP for the last several years. 	<ul style="list-style-type: none"> Students in the white, Asian, and Hispanic subgroups have consistently met AYP since 2004. Special Education, FARM, and African American students have not made AYP consistently since 2003 for reading or for math. In 2008, African American, FARM and special education did not make AYP for reading or for math. 																				
Reading – MSA (elementary/middle schools)	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Overall MSA results have improved every year since 2005. The percent at advanced has increased steadily during this time (gain of 9.6 points), proficient has increased by 9.3 points and basic has decreased by 18.9 points. <table border="1" data-bbox="443 756 1171 902"> <thead> <tr> <th>Grade 6</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>30.7%</td> </tr> <tr> <td>Proficient</td> <td>42.7%</td> </tr> </tbody> </table>	Grade 6	2008 MSA Results	Advanced	30.7%	Proficient	42.7%	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> All subgroups are performing in higher levels at 2008 than in 2005. Gap between white and African American students has decreased since 2005 by 13.9 points. African American students have had significant gains of 23.4 percent since 2005. There continues to be a large gap between special education and regular education students (39%). This gap has closed slightly since 2005 by 2.2 points. There is also a significant gap in achievement between FARM students and non-FARM students of 28.6 points in 2008. This gap has increased since 2005 by .7 points. Special education had a 21.5 point increase. <table border="1" data-bbox="1201 938 1942 1271"> <thead> <tr> <th>Grade 6 Student Group</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>60%</td> </tr> <tr> <td>White</td> <td>89%</td> </tr> <tr> <td>Special Education</td> <td>38.2%</td> </tr> <tr> <td>Regular Education</td> <td>78%</td> </tr> <tr> <td>FARM</td> <td>59.3%</td> </tr> <tr> <td>Non-FARM</td> <td>88.1%</td> </tr> </tbody> </table>	Grade 6 Student Group	2008 MSA Results	African American	60%	White	89%	Special Education	38.2%	Regular Education	78%	FARM	59.3%	Non-FARM	88.1%
Grade 6	2008 MSA Results																					
Advanced	30.7%																					
Proficient	42.7%																					
Grade 6 Student Group	2008 MSA Results																					
African American	60%																					
White	89%																					
Special Education	38.2%																					
Regular Education	78%																					
FARM	59.3%																					
Non-FARM	88.1%																					

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																																		
Reading – MSA (elementary/middle schools) (Continued)	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Overall MSA results have improved every year since 2005. The percent at advanced has increased steadily during this time (gain of 17.8 points), proficient has increased by 6.2 points and basic has decreased by 24 points. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Grade 7</th> <th style="text-align: center;">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Advanced</td> <td style="text-align: center;">34.1%</td> </tr> <tr> <td style="text-align: center;">Proficient</td> <td style="text-align: center;">38.6%</td> </tr> </tbody> </table>	Grade 7	2008 MSA Results	Advanced	34.1%	Proficient	38.6%	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> All subgroups are performing at higher levels in 2008 than in 2005. The gap between white and African American students has decreased since 2005 by 24.8 points. African American students have had significant gains of 32.8 percent since 2005. There continues to be a large gap between special education and regular education students (44.3%). This gap has closed since 2005 by 19.7 points. There is also a significant gap in achievement between FARM students and non-FARM students of 26.1 points in 2008. This gap has decreased since 2005 by 22 points. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Grade 7 Student Group</th> <th style="text-align: center;">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">African American</td> <td style="text-align: center;">62.7%</td> </tr> <tr> <td style="text-align: center;">White</td> <td style="text-align: center;">85.8%</td> </tr> <tr> <td style="text-align: center;">Special Education</td> <td style="text-align: center;">34.3%</td> </tr> <tr> <td style="text-align: center;">Regular Education</td> <td style="text-align: center;">78.6%</td> </tr> <tr> <td style="text-align: center;">FARM</td> <td style="text-align: center;">58.9%</td> </tr> <tr> <td style="text-align: center;">Non-FARM</td> <td style="text-align: center;">85%</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Grade 8 Student Group</th> <th style="text-align: center;">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">African American</td> <td style="text-align: center;">50.3%</td> </tr> <tr> <td style="text-align: center;">White</td> <td style="text-align: center;">77.8%</td> </tr> <tr> <td style="text-align: center;">Special Education</td> <td style="text-align: center;">38.2%</td> </tr> <tr> <td style="text-align: center;">Regular Education</td> <td style="text-align: center;">68.2%</td> </tr> <tr> <td style="text-align: center;">FARM</td> <td style="text-align: center;">43%</td> </tr> <tr> <td style="text-align: center;">Non-FARM</td> <td style="text-align: center;">81.6%</td> </tr> </tbody> </table>	Grade 7 Student Group	2008 MSA Results	African American	62.7%	White	85.8%	Special Education	34.3%	Regular Education	78.6%	FARM	58.9%	Non-FARM	85%	Grade 8 Student Group	2008 MSA Results	African American	50.3%	White	77.8%	Special Education	38.2%	Regular Education	68.2%	FARM	43%	Non-FARM	81.6%
Grade 7	2008 MSA Results																																			
Advanced	34.1%																																			
Proficient	38.6%																																			
Grade 7 Student Group	2008 MSA Results																																			
African American	62.7%																																			
White	85.8%																																			
Special Education	34.3%																																			
Regular Education	78.6%																																			
FARM	58.9%																																			
Non-FARM	85%																																			
Grade 8 Student Group	2008 MSA Results																																			
African American	50.3%																																			
White	77.8%																																			
Special Education	38.2%																																			
Regular Education	68.2%																																			
FARM	43%																																			
Non-FARM	81.6%																																			

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends						
Reading – MSA (elementary/middle schools) (Continued)	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Overall MSA results have improved every year since 2005. The percent at advanced has increased steadily during this time (gain of 8.1 points), proficient has increased by 6.2 points and basic has decreased by 14.3 points. <table border="1" data-bbox="443 505 1169 651" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: center;">Grade 8</th> <th style="text-align: center;">2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Advanced</td> <td style="text-align: center;">20.1%</td> </tr> <tr> <td style="text-align: center;">Proficient</td> <td style="text-align: center;">42.9%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Overall, based on the data trends, although grade levels are increasing every year the aggregated data shows that as students travel from sixth grade to eighth grade their performance is decreasing. Over time the advanced category gets smaller and the proficient and basic groups get larger; therefore, we are not supporting our higher performing students. 	Grade 8	2008 MSA Results	Advanced	20.1%	Proficient	42.9%	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • All subgroups are performing at higher levels in 2008 than in 2005. The gap between white and African American students has decreased since 2005 by 13.5 points. African American students have had significant gains of 18.7 percent since 2005. There continues to be a large gap between special education and regular education students (43.2%). This gap has increased since 2005 by 1.3 points. There is also a significant gap in achievement between FARM students and non-FARM students of 38.6 points in 2008. This gap has increased since 2005 by 2.7 points. • Overall, sixth and seventh grades show significant increases since 2005; however, eighth grade scores are consistently up and down from one year to the next. Sixth, seventh and eighth grades all show tremendous growth in special education during the 05-06 school year, but have maintained only slight growths since then. Trend data shows that overall FARM students' scores are on the rise.
Grade 8	2008 MSA Results							
Advanced	20.1%							
Proficient	42.9%							
Reading/English – Benchmark assessment #1	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Highest Performing Standard <ul style="list-style-type: none"> ○ 1D3B: Use word structure to be determine meanings of words • Lowest Performing Standard <ul style="list-style-type: none"> ○ 2A3B: Organizational patterns 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <ul style="list-style-type: none"> ○ The most noticeable performance gap is between African American students and white students in standard 3A7B (analyze words and phrases that create tone). 20% gap 						
	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • Highest Performing Standard <ul style="list-style-type: none"> ○ 1D3B: Word structure to determine meaning • Lowest Performing Standard <ul style="list-style-type: none"> ○ 2A3A: organizational patterns 	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <ul style="list-style-type: none"> ○ Between African American students and white students: Overall African American students are scoring lower than whites, as are special education students and FARM students. 						

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading/English – Benchmark assessment #1 (Continued)	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Highest Performing Standard <ul style="list-style-type: none"> ○ 1D3B: Word structure to determine meaning • Lowest Performing Standard <ul style="list-style-type: none"> ○ 2A3A: organizational patterns 	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <ul style="list-style-type: none"> ○ Between African American students and white students; special education and regular students; and FARM and non-FARM students: ○ 1D3A: Context to determine meaning of words.
Reading/English – Benchmark assessment #2	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Highest Performing Standard <ul style="list-style-type: none"> ○ 1D3A: Use context to determine the meaning of words • Lowest Performing Standard <ul style="list-style-type: none"> ○ 3A3E: Analyze relationships between: characters, settings and events 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <ul style="list-style-type: none"> ○ Largest gap – Between African American students and white students: (11%) ○ Asian students are the highest performing in the 6th grade.
		<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <ul style="list-style-type: none"> ○ Between African American students and white students: (32%) ○ A large gap exists between regular education and special education as well.
	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Highest Performing Standard <ul style="list-style-type: none"> ○ 1D3B: Word structure to determine meaning • Lowest Performing Standard <ul style="list-style-type: none"> ○ 1E4C: Draw inferences/conclusions and make generalizations 	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <ul style="list-style-type: none"> ○ Largest gap – Between African American students and white students: ○ 1E4E: Summarize or paraphrase
Reading/English – Formative assessments	<ul style="list-style-type: none"> • To be recorded during the 2009-2010 school year in PLCs. 	

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading – SRI	<ul style="list-style-type: none"> • SRI 1 data shows 13 percent of our students are in the BR to 500 lexile range, 61 percent of our students are in the 600 to 1,000 range, and 24 percent of our students are in the 1,100 and higher range. • SRI 2 shows that 10 percent of our students are in the BR to 500 range, 59 percent of students are in the 600 to 1,000 range and 29 percent of our students are 1,100 or higher. • Overall, our data is moving to the higher lexiles. 	<ul style="list-style-type: none"> • In sixth grade there appears to be very little achievement gap between African American students and others; however, in seventh and eighth grade three quarters of African American students are scoring in the 700 to 1,000 range whereas three quarters of white and Asian students score above 1000.
Reading/English – Media Center Collection Size and Circulation Statistics	<ul style="list-style-type: none"> • Collection Size: At or above state standards. • Circulation: Since the 2000-2001 school year, we have consistently seen significant increases in circulation from approx 4,000 in 2000-2001 school year to 14,500 in 2007-2008. Due to increases in testing during the month of April for MSA Science Testing, Professional Development Training and ILT the Media Center was closed, possibly leading to this decrease in circulation. • Walk Ins: Walk in rate has fluctuated during the past five years, but averages around 5,000 a year. 2008-2009 has the highest peak of 7,700. 	

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																																															
Math – MSA (elementary/middle schools) Algebra – HSA (middle/high schools)	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> With the exception of 2007, MSA proficiency levels have increased consistently since 2004. From 2004 to 2008, the percent of proficient/advanced students increased from 36.3% to 68.3%. The percent of students at advanced has increased steadily every year, for a total increase of 17.3%. <table border="1" data-bbox="604 537 1012 634"> <thead> <tr> <th>Grade 6</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>22.5%</td> </tr> <tr> <td>Proficient</td> <td>45.7%</td> </tr> </tbody> </table>	Grade 6	2008 MSA Results	Advanced	22.5%	Proficient	45.7%	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> Students in all subgroups are performing at higher levels in 2008 than they did in 2005. The number of students at proficient and advanced decreased in every subgroup between the 2006 and 2007 assessments, but then continued to increase in 2008, with the exception of special education students. The achievement gap has decreased consistently between African American and white students and FARM & non-FARM students. However, between special education and regular education students, the gap decreased every year until 2008, when it nearly doubled. <table border="1" data-bbox="1201 659 1955 883"> <thead> <tr> <th><i>Grade 6 Student Group</i></th> <th><i>2008 % Proficient + % Advanced</i></th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>55.3%</td> </tr> <tr> <td>White</td> <td>83.2%</td> </tr> <tr> <td>Special Education</td> <td>32.4%</td> </tr> <tr> <td>Regular Education</td> <td>73.0%</td> </tr> <tr> <td>FARM</td> <td>52.0%</td> </tr> <tr> <td>Non-FARM</td> <td>85.3%</td> </tr> </tbody> </table> <table border="1" data-bbox="1201 914 1955 1224"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="3">Achievement Gap</th> </tr> <tr> <th><i>African American & White Students</i></th> <th><i>Special Education & Regular Education</i></th> <th><i>FARM & Non-FARM</i></th> </tr> </thead> <tbody> <tr> <td>2004</td> <td></td> <td>30.1</td> <td>46.4</td> </tr> <tr> <td>2005</td> <td>49.8</td> <td>28.6</td> <td>40.1</td> </tr> <tr> <td>2006</td> <td>38.9</td> <td>27.6</td> <td>37.2</td> </tr> <tr> <td>2007</td> <td>31.9</td> <td>20.7</td> <td>33.1</td> </tr> <tr> <td>2008</td> <td>27.9</td> <td>40.6</td> <td>33.3</td> </tr> </tbody> </table>	<i>Grade 6 Student Group</i>	<i>2008 % Proficient + % Advanced</i>	African American	55.3%	White	83.2%	Special Education	32.4%	Regular Education	73.0%	FARM	52.0%	Non-FARM	85.3%	Year	Achievement Gap			<i>African American & White Students</i>	<i>Special Education & Regular Education</i>	<i>FARM & Non-FARM</i>	2004		30.1	46.4	2005	49.8	28.6	40.1	2006	38.9	27.6	37.2	2007	31.9	20.7	33.1	2008	27.9	40.6	33.3
Grade 6	2008 MSA Results																																																
Advanced	22.5%																																																
Proficient	45.7%																																																
<i>Grade 6 Student Group</i>	<i>2008 % Proficient + % Advanced</i>																																																
African American	55.3%																																																
White	83.2%																																																
Special Education	32.4%																																																
Regular Education	73.0%																																																
FARM	52.0%																																																
Non-FARM	85.3%																																																
Year	Achievement Gap																																																
	<i>African American & White Students</i>	<i>Special Education & Regular Education</i>	<i>FARM & Non-FARM</i>																																														
2004		30.1	46.4																																														
2005	49.8	28.6	40.1																																														
2006	38.9	27.6	37.2																																														
2007	31.9	20.7	33.1																																														
2008	27.9	40.6	33.3																																														

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																																															
Math – MSA (elementary/middle schools) Algebra – HSA (middle/high schools) (Continued)	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> With the exception of 2007, MSA proficiency levels have increased steadily since 2004. From 2004 to 2008, the percent of proficient/advanced students increased from 36.9% to 65.3%. The percent of students at advanced has increased steadily every year, for a total increase of 23.8%. <table border="1" data-bbox="604 537 1010 631"> <thead> <tr> <th>Grade 7</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>26.4%</td> </tr> <tr> <td>Proficient</td> <td>38.9%</td> </tr> </tbody> </table>	Grade 7	2008 MSA Results	Advanced	26.4%	Proficient	38.9%	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> Students in all subgroups are performing at higher levels in 2008 than they did in 2005. The number of students at proficient and advanced decreased in every subgroup between the 2006 and 2007 assessments, but then continued to increase in 2008. The achievement gap between all minority and non-minority groups has increased and decreased over the five years, with no apparent pattern. <table border="1" data-bbox="1226 597 1929 821"> <thead> <tr> <th>Grade 7 Student Group</th> <th>% Proficient + % Advanced</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>47.2%</td> </tr> <tr> <td>White</td> <td>85%</td> </tr> <tr> <td>Special Education</td> <td>20.0%</td> </tr> <tr> <td>Regular Education</td> <td>72.2%</td> </tr> <tr> <td>FARM</td> <td>46.8%</td> </tr> <tr> <td>Non-FARM</td> <td>81.6%</td> </tr> </tbody> </table> <table border="1" data-bbox="1199 850 1955 1166"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="3">Achievement Gap</th> </tr> <tr> <th><i>African American & White Students</i></th> <th><i>Special Education & Regular Education</i></th> <th><i>FARM & Non-FARM</i></th> </tr> </thead> <tbody> <tr> <td>2004</td> <td></td> <td>41.1</td> <td>38.1</td> </tr> <tr> <td>2005</td> <td>37.8</td> <td>33.8</td> <td>35.3</td> </tr> <tr> <td>2006</td> <td>41.8</td> <td>50</td> <td>34.4</td> </tr> <tr> <td>2007</td> <td>35.5</td> <td>49.6</td> <td>38.5</td> </tr> <tr> <td>2008</td> <td>37.8</td> <td>52.2</td> <td>34.8</td> </tr> </tbody> </table>	Grade 7 Student Group	% Proficient + % Advanced	African American	47.2%	White	85%	Special Education	20.0%	Regular Education	72.2%	FARM	46.8%	Non-FARM	81.6%	Year	Achievement Gap			<i>African American & White Students</i>	<i>Special Education & Regular Education</i>	<i>FARM & Non-FARM</i>	2004		41.1	38.1	2005	37.8	33.8	35.3	2006	41.8	50	34.4	2007	35.5	49.6	38.5	2008	37.8	52.2	34.8
Grade 7	2008 MSA Results																																																
Advanced	26.4%																																																
Proficient	38.9%																																																
Grade 7 Student Group	% Proficient + % Advanced																																																
African American	47.2%																																																
White	85%																																																
Special Education	20.0%																																																
Regular Education	72.2%																																																
FARM	46.8%																																																
Non-FARM	81.6%																																																
Year	Achievement Gap																																																
	<i>African American & White Students</i>	<i>Special Education & Regular Education</i>	<i>FARM & Non-FARM</i>																																														
2004		41.1	38.1																																														
2005	37.8	33.8	35.3																																														
2006	41.8	50	34.4																																														
2007	35.5	49.6	38.5																																														
2008	37.8	52.2	34.8																																														

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																																															
Math – MSA (elementary/middle schools) Algebra – HSA (middle/high schools) (Continued)	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> With the exception of 2005 and 2007, MSA proficiency levels have increased steadily since 2004. From 2004 to 2008, the percent of proficient/advanced students increased from 39% to 60.8%. The percent of students at advanced has increased, with the exception of 2005, for a total increase of 17.4%. <table border="1" data-bbox="604 537 1010 631"> <thead> <tr> <th>Grade 7</th> <th>2008 MSA Results</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>30.4%</td> </tr> <tr> <td>Proficient</td> <td>30.4%</td> </tr> </tbody> </table>	Grade 7	2008 MSA Results	Advanced	30.4%	Proficient	30.4%	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> Students in all subgroups are performing at higher levels in 2008 than they did in 2005. The number of students at proficient and advanced decreased in every subgroup between the 2006 and 2007 assessments, but then continued to increase in 2008. The achievement gap between all minority and non-minority groups has increased and decreased over the five years, with no apparent pattern. <table border="1" data-bbox="1356 597 1797 943"> <thead> <tr> <th>Grade 6 Student Group</th> <th>% Proficient + % Advanced</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>45.7%</td> </tr> <tr> <td>White</td> <td>77.8%</td> </tr> <tr> <td>Special Education</td> <td>19.4%</td> </tr> <tr> <td>Regular Education</td> <td>66.5%</td> </tr> <tr> <td>FARM</td> <td>43.7%</td> </tr> <tr> <td>Non-FARM</td> <td>76.8%</td> </tr> </tbody> </table> <table border="1" data-bbox="1352 992 1803 1333"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="3">Achievement Gap</th> </tr> <tr> <th><i>African American & White Students</i></th> <th><i>Special Education & Regular Education</i></th> <th><i>FARM & Non-FARM</i></th> </tr> </thead> <tbody> <tr> <td>2004</td> <td></td> <td>43.3</td> <td>33.1</td> </tr> <tr> <td>2005</td> <td>39.9</td> <td>37.0</td> <td>36.8</td> </tr> <tr> <td>2006</td> <td>47.5</td> <td>38.7</td> <td>38.4</td> </tr> <tr> <td>2007</td> <td>39.8</td> <td>40.7</td> <td>32.6</td> </tr> <tr> <td>2008</td> <td>32.1</td> <td>47.1</td> <td>33.1</td> </tr> </tbody> </table>	Grade 6 Student Group	% Proficient + % Advanced	African American	45.7%	White	77.8%	Special Education	19.4%	Regular Education	66.5%	FARM	43.7%	Non-FARM	76.8%	Year	Achievement Gap			<i>African American & White Students</i>	<i>Special Education & Regular Education</i>	<i>FARM & Non-FARM</i>	2004		43.3	33.1	2005	39.9	37.0	36.8	2006	47.5	38.7	38.4	2007	39.8	40.7	32.6	2008	32.1	47.1	33.1
Grade 7	2008 MSA Results																																																
Advanced	30.4%																																																
Proficient	30.4%																																																
Grade 6 Student Group	% Proficient + % Advanced																																																
African American	45.7%																																																
White	77.8%																																																
Special Education	19.4%																																																
Regular Education	66.5%																																																
FARM	43.7%																																																
Non-FARM	76.8%																																																
Year	Achievement Gap																																																
	<i>African American & White Students</i>	<i>Special Education & Regular Education</i>	<i>FARM & Non-FARM</i>																																														
2004		43.3	33.1																																														
2005	39.9	37.0	36.8																																														
2006	47.5	38.7	38.4																																														
2007	39.8	40.7	32.6																																														
2008	32.1	47.1	33.1																																														

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Math/Algebra – Benchmark assessment #1	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Highest Performing Standard <ul style="list-style-type: none"> ○ 4B1b: Read and analyze circle graphs. • Lowest Performing Standard <ul style="list-style-type: none"> ○ 6C1d: Divide decimals. 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <ul style="list-style-type: none"> ○ In 6th grade the Asian and Hispanic subgroups are performing the highest. African American, FARM and special education subgroups are performing the lowest.
	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • Highest Performing Standard <ul style="list-style-type: none"> ○ 1B2a: Write equations and inequalities. • Lowest Performing Standard <ul style="list-style-type: none"> ○ 1B2b: Determine the unknown in a linear equation. 	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <ul style="list-style-type: none"> ○ The special education gap is the highest, falling behind more than 15-45% lower than other subgroups.
	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Highest Performing Standard <ul style="list-style-type: none"> ○ 6C2a: Estimate square roots of whole numbers. • Lowest Performing Standard <ul style="list-style-type: none"> ○ 6A1b: Compare order and describe rational numbers. 	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <ul style="list-style-type: none"> ○ Overall the gaps are less noticeable, but this is due to poor performance overall in all subgroups.
Math/Algebra – Benchmark assessment #2	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Highest Performing Standard <ul style="list-style-type: none"> ○ 1A1c: Complete a function table with a given 2 operation rule. • Lowest Performing Standard <ul style="list-style-type: none"> ○ 6A1d: Compare and order fractions and decimals. 	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <ul style="list-style-type: none"> ○ In 6th grade the Asian and Hispanic subgroups are performing the highest. African American, FARM and special education subgroups are performing the lowest.
	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • Highest Performing Standard <ul style="list-style-type: none"> ○ 6C1d: Calculate powers and square roots. • Lowest Performing Standard <ul style="list-style-type: none"> ○ 5B1a: Express probability of two independent events. 	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <ul style="list-style-type: none"> ○ The special education gap is the highest, falling behind more than 15-45% lower than other subgroups.

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																																
Math/Algebra – Benchmark assessment #2 (Continued)	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Highest Performing Standard <ul style="list-style-type: none"> ○ 1A1c: Determine whether relationships are linear or non-linear. • Lowest Performing Standard <ul style="list-style-type: none"> ○ 1C2a: Determine the slope of a graph. 	<p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Noticeable performance gaps <p>Overall the gaps are less noticeable, but this is due to poor performance overall in all subgroups.</p>																																
Math/Algebra – Formative assessments	<ul style="list-style-type: none"> • To be recorded during the 2009-2010 school year in PLCs. 																																	
Math – YPP (elementary/middle schools)	<ul style="list-style-type: none"> • Mastery + Partial Mastery <table border="1" data-bbox="443 688 1169 1101"> <thead> <tr> <th>Subgroup</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>48.5</td> <td>52.6</td> <td>40.1</td> </tr> <tr> <td>White</td> <td>55.7</td> <td>61.8</td> <td>43.7</td> </tr> <tr> <td>African American</td> <td>40.5</td> <td>43.8</td> <td>38.1</td> </tr> <tr> <td>Asian</td> <td>54.2</td> <td>74.1</td> <td>NA</td> </tr> <tr> <td>Hispanic</td> <td>62.6</td> <td>48.1</td> <td>45.1</td> </tr> <tr> <td>Farm</td> <td>39.7</td> <td>41.9</td> <td>37.5</td> </tr> <tr> <td>Special Ed.</td> <td>35</td> <td>35.3</td> <td>30</td> </tr> </tbody> </table>	Subgroup	Grade 6	Grade 7	Grade 8	Overall	48.5	52.6	40.1	White	55.7	61.8	43.7	African American	40.5	43.8	38.1	Asian	54.2	74.1	NA	Hispanic	62.6	48.1	45.1	Farm	39.7	41.9	37.5	Special Ed.	35	35.3	30	<ul style="list-style-type: none"> • The largest achievement gap is between students overall and special education students; these students (special education) have the lowest percentage of mastery + partial mastery of any subgroup in the school, even though many of these students began the year taking assessments that were below grade level.
Subgroup	Grade 6	Grade 7	Grade 8																															
Overall	48.5	52.6	40.1																															
White	55.7	61.8	43.7																															
African American	40.5	43.8	38.1																															
Asian	54.2	74.1	NA																															
Hispanic	62.6	48.1	45.1																															
Farm	39.7	41.9	37.5																															
Special Ed.	35	35.3	30																															
Math – Other (specify)																																		
Science (grade 5 and 8 schools)	<ul style="list-style-type: none"> • In 2008, 1.4% students scored advanced on the Science MSA, 47.8 % scored proficient. 	<ul style="list-style-type: none"> • 29.4% of African American students scored advanced or proficient whereas 74.1% white students scored advanced or proficient, a gap of 44.7 points. 25.4% of our FARM students scored advanced or proficient, whereas 71.8% of our non-FARM students scored advanced or proficient with a difference of 46.4%. 																																

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends														
Student Attendance	<ul style="list-style-type: none"> We have had a decrease in enrollment since 2005 by about 30 students. Our overall attendance has increased from 92.2% to 93.1% since 2005. 	<ul style="list-style-type: none"> African American attendance has increased by 1.1 percent since 2005. White attendance has remained the same; however, there are significant gains in Asian (up 3.5) and Hispanic (up 4.2) attendance. <table border="1" data-bbox="1199 467 1940 802"> <thead> <tr> <th>Student Attendance</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>92.7%</td> </tr> <tr> <td>White</td> <td>93.4%</td> </tr> <tr> <td>Special Education</td> <td>92.2%</td> </tr> <tr> <td>Regular Education</td> <td>93.3%</td> </tr> <tr> <td>FARM</td> <td>91.2%</td> </tr> <tr> <td>Non-FARM</td> <td>94.9%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> FARM students' attendance rose slightly until 2007 when there was a significant increase (1.2%). Attendance for African American FARM students is showing an upward trend (1.2%). Special education attendance has shown an upward trend over the last five year (1.4%). African American special education students' attendance fluctuated unpredictably. 	Student Attendance	2008	African American	92.7%	White	93.4%	Special Education	92.2%	Regular Education	93.3%	FARM	91.2%	Non-FARM	94.9%
Student Attendance	2008															
African American	92.7%															
White	93.4%															
Special Education	92.2%															
Regular Education	93.3%															
FARM	91.2%															
Non-FARM	94.9%															
Office Referrals	<table border="1" data-bbox="443 1040 1169 1328"> <thead> <tr> <th>Year</th> <th>Total Referrals</th> </tr> </thead> <tbody> <tr> <td>04-05</td> <td>2439</td> </tr> <tr> <td>05-06</td> <td>2473</td> </tr> <tr> <td>06-07</td> <td>3151</td> </tr> <tr> <td>07-08</td> <td>2381</td> </tr> <tr> <td>08-09 (YTD: 4/16/09)</td> <td>1496</td> </tr> </tbody> </table>	Year	Total Referrals	04-05	2439	05-06	2473	06-07	3151	07-08	2381	08-09 (YTD: 4/16/09)	1496	<ul style="list-style-type: none"> Special Education <ul style="list-style-type: none"> 2008: 186 Total Referrals 2009: 192 Total Referrals (YTD) 		
Year	Total Referrals															
04-05	2439															
05-06	2473															
06-07	3151															
07-08	2381															
08-09 (YTD: 4/16/09)	1496															

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																																																																								
	<ul style="list-style-type: none"> Highest Incidences <p>04-05</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Number</th> <th style="text-align: center;">Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">553</td> <td>807 (Refusal to Obey School Policies)</td> </tr> <tr> <td style="text-align: center;">509</td> <td>704 (Classroom Disruption)</td> </tr> </tbody> </table> <p>05-06</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Number</th> <th style="text-align: center;">Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">700</td> <td>807 (Refusal to Obey School Policies)</td> </tr> <tr> <td style="text-align: center;">552</td> <td>704 (Classroom Disruption)</td> </tr> </tbody> </table> <p>06-07</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Number</th> <th style="text-align: center;">Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">881</td> <td>807 (Refusal to Obey School Policies)</td> </tr> <tr> <td style="text-align: center;">596</td> <td>704 (Classroom Disruption)</td> </tr> </tbody> </table> <p>07-08</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Number</th> <th style="text-align: center;">Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">619</td> <td>807 (Refusal to Obey School Policies)</td> </tr> <tr> <td style="text-align: center;">585</td> <td>704 (Classroom Disruption)</td> </tr> </tbody> </table> <p>08-09 (YTD)</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Number</th> <th style="text-align: center;">Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">371</td> <td>807 (Refusal to Obey School Policies)</td> </tr> <tr> <td style="text-align: center;">354</td> <td>704 (Classroom Disruption)</td> </tr> </tbody> </table>	Number	Code	553	807 (Refusal to Obey School Policies)	509	704 (Classroom Disruption)	Number	Code	700	807 (Refusal to Obey School Policies)	552	704 (Classroom Disruption)	Number	Code	881	807 (Refusal to Obey School Policies)	596	704 (Classroom Disruption)	Number	Code	619	807 (Refusal to Obey School Policies)	585	704 (Classroom Disruption)	Number	Code	371	807 (Refusal to Obey School Policies)	354	704 (Classroom Disruption)	<ul style="list-style-type: none"> Ethnicity Referral Breakdown <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Year</th> <th style="text-align: center;">AI</th> <th style="text-align: center;">AS</th> <th style="text-align: center;">BL</th> <th style="text-align: center;">HI</th> <th style="text-align: center;">WI</th> <th style="text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">04-05</td> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> <td style="text-align: center;">363</td> <td style="text-align: center;">13</td> <td style="text-align: center;">77</td> <td style="text-align: center;">459</td> </tr> <tr> <td style="text-align: center;">05-06</td> <td style="text-align: center;">1</td> <td style="text-align: center;">4</td> <td style="text-align: center;">388</td> <td style="text-align: center;">15</td> <td style="text-align: center;">243</td> <td style="text-align: center;">462</td> </tr> <tr> <td style="text-align: center;">06-07</td> <td style="text-align: center;">0</td> <td style="text-align: center;">3</td> <td style="text-align: center;">388</td> <td style="text-align: center;">12</td> <td style="text-align: center;">122</td> <td style="text-align: center;">525</td> </tr> <tr> <td style="text-align: center;">07-08</td> <td style="text-align: center;">0</td> <td style="text-align: center;">3</td> <td style="text-align: center;">388</td> <td style="text-align: center;">6</td> <td style="text-align: center;">101</td> <td style="text-align: center;">448</td> </tr> <tr> <td style="text-align: center;">08-09 (YTD)</td> <td style="text-align: center;">0</td> <td style="text-align: center;">3</td> <td style="text-align: center;">244</td> <td style="text-align: center;">3</td> <td style="text-align: center;">86</td> <td style="text-align: center;">336</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Data shows decreases in Asian, Hispanic and White subgroups as far as referral rate, while African American students have remained the same during the 2005-2008 school years. Based on year to date data, it seems that the African American referral rate will decrease during the 2008-2009 school year. Special education referrals have increased from 186 during the 2007-2008 school year to 192 during the 2008-2009 school year (YTD). It is important to note that SMS has 2 self-contained classrooms for emotionally disturbed students. 	Year	AI	AS	BL	HI	WI	Total	04-05	0	6	363	13	77	459	05-06	1	4	388	15	243	462	06-07	0	3	388	12	122	525	07-08	0	3	388	6	101	448	08-09 (YTD)	0	3	244	3	86	336
Number	Code																																																																									
553	807 (Refusal to Obey School Policies)																																																																									
509	704 (Classroom Disruption)																																																																									
Number	Code																																																																									
700	807 (Refusal to Obey School Policies)																																																																									
552	704 (Classroom Disruption)																																																																									
Number	Code																																																																									
881	807 (Refusal to Obey School Policies)																																																																									
596	704 (Classroom Disruption)																																																																									
Number	Code																																																																									
619	807 (Refusal to Obey School Policies)																																																																									
585	704 (Classroom Disruption)																																																																									
Number	Code																																																																									
371	807 (Refusal to Obey School Policies)																																																																									
354	704 (Classroom Disruption)																																																																									
Year	AI	AS	BL	HI	WI	Total																																																																				
04-05	0	6	363	13	77	459																																																																				
05-06	1	4	388	15	243	462																																																																				
06-07	0	3	388	12	122	525																																																																				
07-08	0	3	388	6	101	448																																																																				
08-09 (YTD)	0	3	244	3	86	336																																																																				

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																				
	<ul style="list-style-type: none"> Referral rates have increased every year, but significantly dropped during the 2007-2008 school year, and again during the 2008-2009 school year. “Classroom disruption” and “refusal to obey school policies” continue to remain a consistent struggle, though there have been significant drops (almost in half) in these two areas during the past two years. 																					
Suspensions – In-school and out-of-school	<table border="1" data-bbox="443 565 1171 805"> <thead> <tr> <th>Year</th> <th>Enrollment</th> <th>Suspensions</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>04-05</td> <td>910</td> <td>777</td> <td>85.38%</td> </tr> <tr> <td>05-06</td> <td>913</td> <td>714</td> <td>78.20%</td> </tr> <tr> <td>06-07</td> <td>959</td> <td>765</td> <td>79.77%</td> </tr> <tr> <td>07-08</td> <td>924</td> <td>777</td> <td>84.09%</td> </tr> </tbody> </table> <p data-bbox="443 816 537 846"><u>Grade 6</u></p> <ul data-bbox="443 857 579 924" style="list-style-type: none"> ISS: 45 OSS: 27 <p data-bbox="443 935 537 964"><u>Grade 7</u></p> <ul data-bbox="443 976 579 1042" style="list-style-type: none"> ISS: 60 OSS: 61 <p data-bbox="443 1053 537 1083"><u>Grade 8</u></p> <ul data-bbox="443 1094 579 1161" style="list-style-type: none"> ISS: 59 OSS: 56 	Year	Enrollment	Suspensions	Percent	04-05	910	777	85.38%	05-06	913	714	78.20%	06-07	959	765	79.77%	07-08	924	777	84.09%	
Year	Enrollment	Suspensions	Percent																			
04-05	910	777	85.38%																			
05-06	913	714	78.20%																			
06-07	959	765	79.77%																			
07-08	924	777	84.09%																			
School Climate – Other																						
School Climate – Other																						
Parent Involvement (middle schools must report on progress in each NNPS goal area)	<p data-bbox="443 1279 1003 1308"><u>NNPS (National Network of Partnership Schools)</u></p> <ul data-bbox="443 1320 1157 1456" style="list-style-type: none"> Goal 1: Academic We will address the relevance of science in every day life. Observations: Both students and parents were highly engaged through the many activities that were provided by teachers and 																					

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
	<p>staff. Community involvement included...</p> <ul style="list-style-type: none"> • CSI Night: 632 people <ul style="list-style-type: none"> ○ State police ○ Parkside CTE ○ Local Police ○ Newspaper ○ PAC-14 ○ Superintendent and many members of the board ○ Supervisors • Night Under the Milky Way: 175 people <ul style="list-style-type: none"> ○ NASA ○ MD Science Center ○ SU Interns ○ WCBOE Retirees ○ Discovery Channels ○ ACE Rommels • Overview: Both events featured interactive reading, math, science, and history lessons based around the STEM principles. • Goal 2: Academic Increase interest in literature which we will result in increased reading comprehension. • Observation: • Students were introduced to a variety of books that centered around the theme of fantasy and dragons. Community involvement included: <ul style="list-style-type: none"> ○ Barnes and Noble Book Fair: 300 students and parents ○ Special Twilight Book Fair: 100 students and parents ○ SMS Teachers and students ○ SCA (Society for Creative and Anachronism) ○ SU Students 	

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
	<ul style="list-style-type: none"> ○ Literacy Team ○ Barnes and Nobles ○ Activities included: Role playing, Poster contest, Student created and read poetry, Origami, Panel Discussion ● Goal 3: Behavioral <ul style="list-style-type: none"> ○ Increase attendance ● Observation: Attendance Incentive (Positive Behavior Incentive Strategies for Parents) ● Have not had the opportunity to fully implement ● Goal 4: Climate of Partnership <ul style="list-style-type: none"> ○ Foster a welcoming school environment for parents, in an effort to increase volunteerism. ● Observation: Popcorn for Parents ● Have not had the opportunity to fully implement ● Observation: Inauguration Day <ul style="list-style-type: none"> ○ Parents were invited to watch the live Inauguration of President Barack Obama with their children during the school day. Salisbury High School alumni were also invited to watch the inaugural event. ○ Special activities included: Pictures with life size President Obama, Refreshments provided for alumni and parents 	

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - More and more students are meeting with success in the areas of AYP, discipline and attendance.
2. Describe any trends in the areas of strength.
 - White, Asian, Hispanic students are meeting with success as far as reading and math AYP, discipline and attendance.
 - Parental involvement is on the rise based on appearances at different PTA and ILT sponsored events.
 - Attendance in all subgroups has increased during the 2008-2009 school year.
 - SMS referral rate is on the decline in all subgroups, most likely due to PBIS.
 - SRI test scores are rising – students are increasing in level of lexile.
3. Describe areas of need that exist through most or all data sources or grades.
 - FARM students, African American students and special education students have not consistently met with success in AYP, discipline or attendance.
4. Describe any trends in the areas of need.
 - The gap is decreasing. Attendance has increased in the subgroups that have not previously met AYP. Discipline referrals have decreased for all sub groups aside from special education based on the number of referrals.

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

SCHOOL IMPROVEMENT PRIORITIES:

*Note: In this document, the terms “Teachers” and “Classroom teachers” refer to any teacher at SMS.
The term “Content teachers” refers to any teacher of a “core subject” (i.e., science, RELA, math, social studies).
The term “PLC” refers to Professional Learning Communities (also known as collaborative planning).*

Priority A: Accelerate student learning	
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, Administration, Student Interns: <ul style="list-style-type: none"> ○ Plan and implement lessons aligned with content standards and the Voluntary State Curriculum utilizing research-based instructional materials, best practices, and various strategies (in particular, the “Salisbury 6” – See A3) to meet the needs of diverse learners. ○ Meet in PLCs to determine which strategies are effective. Utilize differentiation strategies which include hands on learning. ○ Help students understand what a proficient student work product looks like as determined through examination of student work during the PLC process (including professional development with the Coalition of Essential Schools). ○ Assess student progress in meeting content standards at the indicator level. ○ Modify instructional strategies and/ or placement based on summative and formative assessment results. ○ Teachers will provide students with grade and content-appropriate daily warm-ups that incorporate math and reading strategies. ○ “No Direction Days” will be planned and implemented to avoid student “learned-helplessness” and to ensure students are becoming independent learners. ○ Students will have access to content-specific classroom libraries at varying reading levels to accommodate the literacy needs of targeted subgroups, and to interest students in reading non-fiction text. ○ Various teachers will attend the State of Maryland International Reading Association Council (SOMIRAC) to receive professional development on best reading practices as well as reading strategies to use in order to engage and improve SMS struggling subgroup reading and performance. Attendees will give presentations to the staff during PLC and faculty meetings. (See A12) ○ Various teachers will attend the Maryland Middle School Conferences to receive professional development on best reading and math practices. Attendees will give presentations to the staff during PLC and faculty meetings. (See A12) 	2

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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"> • ILT, Literacy Team, PLCs, Student Interns: <ul style="list-style-type: none"> ○ Review and analyze student data to determine strengths and areas of need among students. ○ Develop and implement strategies to address identified areas of need, including school-wide and/ or grade/ content level professional development as indicated. • Principals, Vice Principals, Reading PD Coach, Math PD Coach, Teachers, and Student Interns: <ul style="list-style-type: none"> ○ Participate in twice weekly grade level content-area Professional Learning Communities (PLCs), examining student performance data on summative and formative assessments to identify opportunities for improvement in order to meet the needs of diverse SMS students. ○ Share strategies and best practices that might prove useful in improving student performance in one or more of the identified improvement areas. ○ Identify, commit to and set a SMART goal for one improvement action based upon the grade level instructional team discussion around student performance data. ○ Share evidence and results of the implementation of the identified improvement action at subsequent grade level collaborative planning meetings. ○ Share outcomes of PLC meetings at ILT and Literacy Team meetings 	2

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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 and Student Interns: <ul style="list-style-type: none"> ○ Engage and encourage student use of before, during and after reading strategies as shown in the Voluntary State Curriculum 1.0 ○ Implementation and utilization of the “Salisbury 6” reading strategies as per the Literacy Plan, highlighting one per month. <p>Strategies include:</p> <ul style="list-style-type: none"> ▪ Teacher Read/Think-Alouds ▪ Summary Frames ▪ Concept Maps ▪ PAS ▪ Reciprocal Teaching ▪ QAR <ul style="list-style-type: none"> ○ Teachers will be electronically provided with “SMS Strategies” from the Literacy Team that will include the “Salisbury 6” as well as other best practice strategies (including problem solving strategies, and example logic problems) to employ in the classroom. Strategies will be available in Power Point format on the shared network drive. ○ Provide students with multiple and meaningful opportunities to write in response to reading across the curriculum. ○ Content-area commercials and clips featuring reading strategies (United Streaming, etc.) will be played on the morning announcements daily to encourage the pre-reading strategy of building background knowledge for our struggling students. ○ Content area teachers will incorporate Reader’s Handbook strategies throughout the year, particularly in September, focusing on how to read specific content text. ○ Instructional periodicals and supplemental reading material will be used in the classroom to strengthen reading of informational text, increase comprehension and build overall literacy. (ScholasticMath, Current Science, Scope, Junior Scholastic, Time for Kids) ○ Continuation of “Book Celebration.” Teacher nominated students will participate in the “Book Celebration” which will take place once a quarter to highlight and reward literature-based learning based on book project performance. ○ ILT and Media Specialist will lead a book promotion committee that will spotlight high-interest books and encourage reading in various genres. ○ Provide students with two literature-based assemblies, one in the fall and one in the spring. <ul style="list-style-type: none"> ▪ Guest Speaker – Fall: Children’s Author or Illustrator -- TBA ▪ Guest Speaker – Spring: Children’s Author or Illustrator – <u>Joseph Bruchac</u> 	2

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<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, PLCs and Student Interns: <ul style="list-style-type: none"> ○ Access and utilize the resource at www.mdk12.org to create and mirror classroom level and common assessments. 	4
<p>A5 Utilize student learning data to accelerate student achievement in reading.</p> <ul style="list-style-type: none"> • See A2, re: Collaborative Planning in Professional Learning Communities. • Provide continued training in X2, Edusoft, and SRI for staff. • Targeted sub-groups and students performing below proficient on the MSA will be placed in strategic reading groups to foster intervention and utilize Accelerated Reader as a comprehension assessment tool. Students will be awarded incentives based upon performance on these assessments. 	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 and Student Interns <ul style="list-style-type: none"> ○ Engage students in the use of problem-solving utilizing strategies included in the “SMS Strategies” folder on the shared network drive. ○ Teachers will encourage students to use “math talk” in math class. ○ Provide students with daily opportunities to participate in the problem solving process by presenting the students with fewer, deeper problems to solve. ○ Teachers will make use of manipulative in math classrooms, and will collaboratively plan the use of these manipulative. 	2
<p>A7 Develop classroom level assessments that mirror the content and structural demands of the Math MSA and, as appropriate, the Algebra HSA.</p> <ul style="list-style-type: none"> • Teachers, PLCs, and Student Interns: <ul style="list-style-type: none"> ○ Access and utilize the resource at www.mdk12.org to create and mirror classroom level and common assessments. 	4
<p>A8 Utilize student learning data to accelerate student achievement in math.</p> <ul style="list-style-type: none"> ○ See A2.. ○ Provide continued training in X2, Edusoft, and YPP for staff. ○ Teachers will continue the grade-wide YPP “Green-Dot” contest to promote mastery of the VSC standards in mathematics. ○ Targeted sub-groups and students performing below proficient on the MSA may be placed in pull-out math groups to foster intervention. 	4

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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"> • ILT Team, Computer Technician, Technology Teacher, SPED Coordinator, Math PD Specialist, ISS Liaison, Media Specialist and Student Interns: <ul style="list-style-type: none"> ○ Utilize the SMS technology committee to implement and uphold the school-wide technology plan. The following will be available for checkout by teachers from the media center: laptops, document cameras, LCD projectors, digital cameras, CD players, I-Pods, Turning Point, & Jeopardy. ○ Utilize flat lab, media center computers and laptops for student instruction and research. 	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.</p> <ul style="list-style-type: none"> • Science Teachers and Student Interns: <ul style="list-style-type: none"> ○ Utilize on-line texts and assessments to prepare students for the online science MSA. ○ Have students regularly utilize the computer stations in the classroom to prepare students for the online science MSA. ○ Incorporate Reader’s Handbook strategies throughout the year, particularly in September focusing on how to read specific content text. ○ Use instructional periodicals in the classroom to strengthen reading of informational text. (Current Science, Scholastic Math) ○ Incorporate supplemental science and social studies informational text into core content classes to increase comprehension and overall literacy. ○ Various science teachers and targeted student subgroups will attend the Salisbury University Children’s and Young Adult Literacy Festival and Green Earth Book Awards in order to better understand their environment around them of the current best “green” (environmental) practices, new and upcoming fiction and non-fiction, and listen to published authors speak about the writing of their environmental work. 	2
<p>A11 Improve teachers’ expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> • Technology Resource Teacher: <ul style="list-style-type: none"> ○ Institute and utilize a technology committee that will regularly provide professional development in integrating technology to enhance student achievement and staff communication. ○ Committee will meet quarterly to assist and train teachers in planning lessons to teach the VSC. 	2

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

Priority A: Accelerate student learning	
Action Step	Aligns with Master Plan Strategy #
<p>A12 Provide Professional development to staff to improve instruction. (Note: Please also see Professional Development Plan.)</p> <ul style="list-style-type: none"> • ILT, Literacy Team, Media Specialist, PD Teams, Teachers, Administration and Student Interns: <ul style="list-style-type: none"> ○ Continuation of the SMS Literacy Team whose main focus will be to model strategies and reading lessons for improved literary efforts in our school. The team will meet 8 times during the year. Literacy Team members will present findings and professional development to the ILT team and during collaborative planning and faculty meetings. ○ A three-credit MSDE book study class will be offered to staff. A SMS staff member will teach this class which will focus on best reading practices. Books Include: <ul style="list-style-type: none"> ▪ <i>Speaking Volumes</i>, by Barry Gilmore (Literature Based Discussion) ▪ <i>Words, Words, Words</i>, by Janet Allen (Vocabulary Instruction) ▪ <i>Is Your Glass Laugh Full?</i> By Ronald P. Culberson (Inspiration and Motivation) • In-service on using non-fiction and informational text in the classroom will be provided by Salisbury University’s Teacher of the Year, Dr. Ernie Bond. • Training and professional development on student engagement and differentiation by the Chesapeake Coalition of Essential Schools based on our achievement gaps. • Creating student equity in the classroom based on our achievement gaps with Roger Plunkett. • Follow-up iPod training for staff members to learn how to use an iPod to further instruction. • The Media Specialist, various RELA and science teachers, and various SMS students (students who participated in Reading Rally as well as students in Project Green SMS -- ecology club) will attend the Salisbury University Children’s and Young Adult Literacy Festival and Green Earth Book Awards in order to gain knowledge of current best “green” practices, gain a knowledge of new and upcoming fiction and non-fiction books, and to listen to published authors speak about the writing of their work. Teacher attendees will give presentations to the staff during PLC and faculty meetings. Student attendees will give presentations to the student body during class time, student assemblies, and lunch. • PD Teams: <ul style="list-style-type: none"> ○ Provide job-embedded professional development in a variety of settings (e.g., one-on-one, small group, whole faculty) to teachers. 	2

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A12 Provide Professional development to staff to improve instruction. (Continued)</p> <ul style="list-style-type: none"> • Various teachers will attend the State of Maryland International Reading Association Council (SOMIRAC) to receive professional development on best reading practices as well as reading strategies to use in order to engage and improve SMS struggling subgroup reading performance. Attendees will give presentations to the staff during PLC and faculty meetings. • Various teachers will attend the Maryland Middle School Conferences to receive professional development on best reading and math practices. Attendees will give presentations to the staff during PLC and faculty meetings. • New Teacher Coach and Behavior Interventionist: <ul style="list-style-type: none"> ○ Provide job-embedded professional development in a variety of settings (e.g., one-on-one, small group, whole faculty) to teachers. 	
<p>A13 Encourage student and staff participation in extra-curricular reading and writing activities, based on best practices.</p> <ul style="list-style-type: none"> • Media Specialist, ILT, Literacy Team, Teachers, Student Interns: <ul style="list-style-type: none"> ○ The creation and implementation of after school reading clubs will be established and continued to promote literacy and engage struggling sub-groups in reading high-interest literature books and magazines for 2009-2010 include: <ul style="list-style-type: none"> ▪ Fantasy Club: <i>Gregor the Overlander</i> (Book 1 in the Underland Chronicles), by Suzanne Collins ▪ Boys Only Club: <i>The Dangerous Book for Boys</i>, by Conn Iggulden and Hal Iggulden ▪ Sci-Fi Club: <i>George’s Secret Key to the Universe</i>, by Steven and Lucy Hawking ▪ Sports Club: <i>ESPN Magazine</i> and <i>Sports Illustrated</i> (utilizing document camera) • Administration, PD Team, Teachers, ILT, Literacy Team: <ul style="list-style-type: none"> ○ Student and staff participation in the following will be encouraged and promoted throughout the year: <ul style="list-style-type: none"> ▪ Young Author’s Contest ▪ American Legion Auxiliary Essay Contest ▪ Optimist Oratorical Contest ▪ Monthly Book Celebration ▪ “Letters to Literature” Contest 	2

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A13 Encourage student and staff participation in extra-curricular reading and writing activities, based on best practices. (Continued)</p> <ul style="list-style-type: none"> ▪ Theme Nights ▪ Reading Rally ▪ Yearbook Staff ▪ Eastern Shore Writing Project Summer Workshop for Students ▪ Destination Imagination ▪ After School Reading Clubs ▪ ASAP ▪ Summer Enrichment program ▪ Project Green SMS ▪ Chess Club ▪ Math Team ▪ Sports Clubs ▪ RPG club ▪ Web Design Club ▪ Book Fairs ▪ Drama Club ▪ Arts and Crafts Club 	

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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"> • Principal, Vice Principal, and ILT: <ul style="list-style-type: none"> ○ Identify areas of need using student attendance data as provided by administration. • Attendance Clerk, Guidance Secretary, Principal: <ul style="list-style-type: none"> ○ Principal/Vice Principal reconciles paper Entry/Withdrawal Log with X2 Entry/Withdrawal Report. ○ Principal/Vice Principal runs School Average Daily Attendance Report in X2 ○ Principal/Vice Principal opens Excel merge document, Principal’s Monthly Attendance Report, and import data from X2. ○ Principal verifies and signs Principal’s Monthly Attendance Report and sends to Student Attendance Data Manager. ○ Principal forwards copies of School Average Daily Attendance Report and signed Principal’s Monthly Attendance Report to Attendance Clerk who files and maintains the reports for three years. • Staff, Administration, and Student Services Team: <ul style="list-style-type: none"> ○ Home school liaison reviews, analyzes and tracks all student attendance data. ○ Using data and teacher referrals the home school liaison identifies and conferences with students who have trends of absenteeism. 	9

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<p>B2 Improve student attendance rate.</p> <ul style="list-style-type: none"> • Attendance Clerk, Principal and ILT: <ul style="list-style-type: none"> ○ Attendance clerk utilizes X2 to generate monthly attendance data and a summary report in the aggregate and for each of the following subgroups: <ul style="list-style-type: none"> ▪ Race/Ethnicity (African American, Asian, Hispanic, White) ▪ Gender ▪ FARMS ▪ English Language Learners ▪ Special Education ○ Principal, ILT and Student Services Team utilizes data provided by attendance clerk to generate quarterly attendance graphs in the aggregate and for each of the following subgroups: <ul style="list-style-type: none"> ▪ Race/Ethnicity (African American, Asian, Hispanic, White) ▪ African American males/females ▪ White males/females ▪ FARMS ▪ Non-FARMS ▪ English Language Learners ▪ Special Education 	9

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<p>B2 Improve student attendance rate. (Continued)</p> <ul style="list-style-type: none"> ○ Vice principal and Student Services Team utilizes data provided by the attendance clerk to generate quarterly attendance graphs for students with excessive absences in the aggregate and for each of the following subgroups: <ul style="list-style-type: none"> ▪ Race/Ethnicity (African American, Asian, Hispanic, White) ▪ African American males/females ▪ White males/females ▪ FARMS ▪ Non-FARMS ▪ English Language Learners ▪ Special Education ○ Vice Principal and Student Services Team generates annual attendance graphs for students in the aggregate and for each of the following subgroups: <ul style="list-style-type: none"> ▪ Race/Ethnicity (African American, Asian, Hispanic, White) ▪ African American males/females ▪ White males/females ▪ FARMS ▪ Non-FARMS ▪ English Language Learners ▪ Special Education ○ Instructional Leadership Team reviews and analyzes monthly and quarterly attendance data provided by the attendance clerk. ● Staff, Administration, and Student Services Team: <ul style="list-style-type: none"> ○ Automated phone system calls the homes of absent students. ○ Letters are mailed to all homes of students who have accumulated five or more days of absences. ○ Home liaison calls and visits homes of students who have trends of absenteeism. ○ Staff and Administration contact parents of students who have trends of absenteeism. 	

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<p>B2 Improve student attendance rate. (Continued)</p> <ul style="list-style-type: none"> ▪ Teachers and Administration: <ul style="list-style-type: none"> ○ Utilize differentiation strategies including hands-on learning and technology in the classroom to engage students in the learning process. • Student Services Team, Attendance Clerk, Program Coordinators, and Administration: <ul style="list-style-type: none"> ○ Generate and utilize reports that identify students that are at-risk of dropping out based on GPA, MSA scores, SRI scores, teacher observations, number of retentions, number of referrals and disciplinary actions, CARES referrals, and attendance. Grade level administrators and the home/school liaison will conduct meetings with identified students and their parents. • ILT, Teachers, Administration, Student Services Team, Attendance Clerk, Program Coordinators, and Administration: <ul style="list-style-type: none"> ○ Implemented programs include: <ul style="list-style-type: none"> ▪ ASAP program ▪ Kids of Honor ▪ Mentoring ▪ Anger Management ▪ Ladies and Gentlemen’s Clubs ▪ Tutoring ▪ GEMS ▪ PBIS ▪ Students Against Starting Smoking ▪ Boys Only Book Clubs ▪ Academic Recovery ▪ Lead Out Loud ▪ Parenting Workshop ▪ Dad’s Night Out • Administration, Attendance Clerk, PTA, TA Teachers and Student Services Team: <ul style="list-style-type: none"> ○ Implement attendance incentives school wide by grade level teams. • Administration: <ul style="list-style-type: none"> ○ Guidance secretary will assist with summer enrollment, withdrawals and transfers as related to our school attendance records. 	

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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"> • Principal, Student Services Team, and ILT: <ul style="list-style-type: none"> ○ Identify areas of need using student behavior data as provided by Principal. Principal will present findings to ILT monthly after conferring with the Student Services Team. ○ Continued implementation of a PBIS (Positive Behavior Intervention and Support) Team. 	7
<p>C2 Maintain and implement the school's Crisis Management Plan.</p> <ul style="list-style-type: none"> • Administration: <ul style="list-style-type: none"> ○ The Crisis Management Plan and Crisis Management Kits will be reviewed and updated by the middle of August and shared with the staff during the first quarter of the school year. ○ Work with Sam Walker along with the Salisbury Police Department in order to create a plotted map of walker routes for surveillance and safety. • Staff: <ul style="list-style-type: none"> ○ Staff will be trained in the utilization of the SMS Crisis Management Plan during the first quarter of the school year. Staff will then implement this plan during the school year. 	7
<p>C3 Engage stakeholders in the recognition, promotion, and enhancement of students' strengths using the Developmental Assets.</p> <ul style="list-style-type: none"> • Monthly awards will be given out for each of the categories of the Developmental Assets during monthly ceremonies. Students' names will appear in the monthly newsletters and student pictures will appear on the TV. Students will also be featured on the school webpage. 	9

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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>C4 Monitor and implement programs to improve school climate.</p> <ul style="list-style-type: none"> • Staff, Administration, ILT, PBIS Team, Student Services Team, Student Interns: <ul style="list-style-type: none"> • 6th Grade Transition Week: Continue to foster the Developmental Assets and introduce PBIS through teamwork by utilizing Beyond the Limits staff to perform activities with teachers and students during the 6th grade transition week. • 8th grade Academic Promotional Ceremony • Continuation of the <u>PBIS (Positive Behavior Intervention and Supports)</u> plan for the school to promote positive behavioral choices and attendance. • Continuation of the <u>NNPS (National Network of Partnership Schools)</u> action team that will promote parental involvement, family engagement with the education system, and community partnerships. • Continuation of the Literacy Team which will continue to work with SMS students to promote an environment that is literature rich and book friendly. • Continue to support the LOL (Lead Out Loud) team of students whose purpose is to promote leadership and climate through the Developmental Assets. LOL students will present findings to ILT once monthly. <ul style="list-style-type: none"> ▪ In an effort to forge a partnership with Salisbury University and UMES in developing future leaders, the Lead Out Loud team will visit these two university campuses during the school year. ▪ The LOL team will also visit Beyond the Limits in an effort to create teamwork and to build leadership skills. • Continue to work with Salisbury University, UMES, and Wor-Wic College to maintain and strengthen our PDS program. • Character development clips and commercials will be played on the morning announcements weekly to develop character education for our students, mirroring what we are doing with PBIS. • Continue the implementation of character education programs, “Reach for Success” for sixth grade, “Success is a Journey” for seventh grade and “Seven Habits of Highly Effective Teens” for eighth grade. • All sixth grade students and selected seventh grade students will have the opportunity to attend Beyond the Limits for team-building activities. • SMS will hold transition meetings for students returning from Choices to discuss transition procedures, class schedule and set up a behavior management plan. • Special Education assistants will be invited to attend a half day in-service in August to get training on the Crisis Management Plan, the ILT Plan, and the “Salisbury 6” reading strategies. • Provide students with character education and literature based assemblies. <ul style="list-style-type: none"> ▪ CAMFEL – “<u>Balance of Power – Focus on Your Potential Rather than Your Limitations</u>” (strong Anti-Drug and Anti-Violence Message) (November 9th, 8:15 AM, 9:15 AM, 10:15 AM) ▪ Guest Speaker – Fall: Children’s Author or Illustrator -- TBA ▪ Guest Speaker – Spring: Children’s Author or Illustrator – <u>Joseph Bruchac</u> 	9

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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>C4 Monitor and implement programs to improve school climate. (Continued)</p> <ul style="list-style-type: none"> • In the spring, teachers will complete an articulation form on the top ten at-risk students for the purpose of social placement and to share disciplinary and success strategies. The articulation forms will be utilized by the guidance department for placement of students and distributed to teachers at the beginning of the school year. • One permanent substitute will be hired for the 2009-2010 school year for teacher absences and to eliminate excessive teacher coverage which negatively impacts student performance in the classroom. • Creation and implementation of school based committees/teams/clubs to oversee and coordinate various aspects of school climate. Committees will meet during the school day, and after school. <ul style="list-style-type: none"> ▪ Student Services Team ▪ Grant Writing Committee ▪ Fundraising Committee ▪ Project Green SMS: Environmental Team ▪ Hospitality Committee ▪ Healthy U Committee ▪ Technology Committee ▪ Book Promotion Committee ▪ Literacy Team ▪ After School Clubs ▪ Event and Theme Night Committee ▪ PBIS (Positive Behavior Intervention Supports) Team ▪ NNPS (National Network of Partnership Schools) Action Team • ILT Co-Chairs: <ul style="list-style-type: none"> • ILT Co-Chairs will distribute and compile results of a mid-year survey to be completed by staff that will assess school climate. The survey will be developed by the ILT Co-Chairs. • ILT co-chairs will meet with the principal to develop ILT timeline and master calendar for next school year. • Administration: <ul style="list-style-type: none"> • Administration will distribute and compile results of an end-of-year survey to be completed by staff that will assess school climate. The survey is an NASSP developed climate assessment tool. 	

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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 #
D1 Enhance parent communication and family involvement in the educational process. <ul style="list-style-type: none"> • See addendum: National Network of Partnership Schools (NNPS) Plan 	6

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

- 4. What action step(s) in the school improvement plan does the professional development address?**
- A1
 - A2
 - A3
 - A4
 - A5
 - A6
 - A7
 - A8
 - A9
 - A10
 - A11
 - A12

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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
Dr. Ernie Bond: Informational Text	Content knowledge quality teaching	Large group presentation	Teachers	Amy Eskridge	Yes, discussion and study groups in PLCs.
Mary Helen Spiri: These sessions will include study on student engagement, differentiation based on achievement gaps, and looking at student work. This will include 2 large group on site PD days and 1 monthly session with each Salisbury Middle School PLC. The intent is to assist staff as they look to engage students in learning.	Diverse learning needs Student learning environments Content knowledge and quality teaching	Large group presentation Study groups Review of student work and review of structural improvement Classroom walk-throughs	Teachers Students	Amy Eskridge	Yes, additional presentations and discussions in study groups in PLCs.
Roger Plunkett: This study will be focused at determining the accessibility to on-level materials across the curriculum for all students. Salisbury Middle will work to make sure there is equity in the classroom and that all subgroups are challenged.	Research based Student learning environments Diverse learning needs Collaboration	Demonstrations Large group presentation Discussion	Teachers students	Amy Eskridge	Formal feedback on efforts to implement and use new knowledge and skills
iPod training- This is aimed at adding to our repertoire of technology to engage all learners through differentiation and multiple intelligences.	Content knowledge and quality teaching	Small group	Teachers	Aaron Deal	This is the follow-up for the initial PD that took place May 1 st , 2009.

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
2009 – 2010**

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

- Administration will be involved in professional development activities by providing job-embedded professional development during PLC's.
- Additionally, administration will work individually with teachers to identify and address their areas of need.
- Furthermore, the administration will work with staff to review student work and make changes to daily lessons.

**SALISBURY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN: DRAFT
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?
<p>1. Develop, implement and monitor a school-wide Literacy Plan utilizing the expertise of a consultant from the National Literacy Project.</p> <ul style="list-style-type: none"> a. Develop Literacy Plan b. Presentation – To review common language among all faculty relative to literacy support across all content areas, using “Salisbury Six” strategies c. Modeling Lessons – To build capacity in implementing best literacy support for students d. Presentation/Discussion – To de-brief after modeled lessons and work with teachers new to SMS on usage of “Salisbury Six” strategies <p>Literacy Team Meetings – To facilitate and monitor the implementation of the Literacy Plan</p>	Yes	SMS Teachers, Literacy Team, NPL Consultant, Administration	<p>Follow up included rich discussions and implementation of the “Salisbury Six” within collaborative planning, as well as a walk-through of classrooms to evaluate the use of the “Salisbury Six”. Staff then worked with the NPL Consultant to self-evaluate their use of literacy strategies.</p> <p>SMS Teachers, Administration, NPL Consultant</p>	<p>Program was evaluated by the increase of SRI scores across the school (see SRI data in needs assessment) as well as the walk-through from the NPL Consultant.</p> <p>Yes – Teachers understood the need for developing lessons that utilized the “Salisbury Six” The walk-through gave the staff praise for practices already in place and clear expectations for areas that could be improved upon.</p>
2. Building a Reading Climate in Your Classroom – Consultant Ernie Bond	Yes	SMS Teachers	Follow up included rich discussion in Collaborative Planning as well as the use of suggested books in the classroom.	<p>Program was evaluated by the increase of SRI scores across the school (see SRI data in needs assessment), and increased benchmark scores from the 2006-2007 school year to the 2008-2009 school year.</p> <p>Yes – Teachers were introduced to utilizing simple strategies for building in reading time into class time as well as strategies for engaging students with literature and informational text. Upon the NPL walkthrough, several of these strategies were remarked upon by the Consultant.</p>

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.