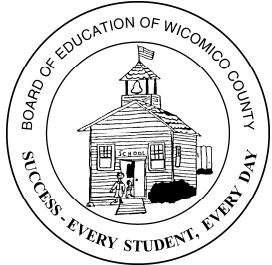


BOARD OF EDUCATION OF WICOMICO COUNTY



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

WESTSIDE PRIMARY 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.

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

The mission of Westside Primary School is to foster a caring and safe environment where all children have equal opportunities to be challenged with rigorous content and use that knowledge at the application level.

BELIEF STATEMENT:

- Each student should be challenged to reach his or her full potential.
- The diversity of each individual, including his or her unique and innate characteristics, should be respected.
- Students should be provided with a variety of opportunities for learning across the curriculum.
- Students should experience rigorous content and high expectations for their learning.
- Wicomico County school-based values should be reinforced.
- Westside administration, staff and faculty should welcome and encourage parental and community involvement in the education of children.
- Westside Primary School should strive to ensure the effective and efficient delivery of high quality education.

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/ advanced in reading to 94.9% as measured by MSA.
- For 2010, we will increase the percentage of students at proficient/ advanced in math to 95.2% as measured by MSA.
- For 2010, we will increase (maintain) the percentage of student attendance to (at or above) 94%.

READING GOALS:

Grade 1:

During the 2009-10 school year, we will increase grade 1 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	95%	100%				
African American	100%	100%				
Asian	---	---				
Hispanic	---	---				
White	96%	100%				
FARM	92%	100%				
ELL	---	---				
Special Education	82%	100%				

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in 3a3c Sequencing important events 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	81%	85%				
African American	76%	80%				
Asian	---	---				
Hispanic	---	---				
White	82%	85%				
FARM	82%	85%				
ELL	---	---				
Special Education	83%	85%				

During the 2009-10 school year, we will increase grade 1 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	86%	90%				
African American	82%	85%				
Asian	---	---				
Hispanic	---	---				
White	87%	90%				
FARM	81%	85%				
ELL	---	---				
Special Education	54%	60%				

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in 2a3e Recognize similarities and differences 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	79%	82%				
African American	71%	75%				
Asian	---	---				
Hispanic	---	---				
White	82%	82%				
FARM	68%	70%				
ELL	---	---				
Special Education	33%	50%				

MATH GOALS:

Grade 1:

During the 2009-10 school year, we will increase grade 1 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	90%	92%				
African American	83%	85%				
Asian	---	---				
Hispanic	---	---				
White	91%	95%				
FARM	87%	92%				
ELL	---	---				
Special Education	90%	90%				

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in 6c1c identifying the concept of inverse operation to addition and subtraction 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	83%	85%				
African American	76%	80%				
Asian	---	--				
Hispanic	---	--				
White	84%	85%				
FARM	68%	70%				
ELL	---	---				
Special Education	91%	91%				

During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Benchmark 3 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	83%	85%				
African American	71%	75%				
Asian	---	---				
Hispanic	---	---				
White	88%	90%				
FARM	77%	80%				
ELL	---	----				
Special Education	80%	80%				

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in 6c1c identifying the concept of inverse operation to addition and subtraction as measured by Math Benchmark 3 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	80%	85%				
African American	82%	85%				
Asian	---	--				
Hispanic	---	--				
White	78%	80%				
FARM	84%	85%				
ELL	---	---				
Special Education	64%	70%				

During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Benchmark 4 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	85%	88%				
African American	80%	83%				
Asian	---	---				
Hispanic	---	---				
White	87%	90%				
FARM	64%	65%				
ELL	---	----				
Special Education	90%	90%				

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in 6.A.3.a Determine the value of a given set of same currency up to \$1 as measured by Math Benchmark 4 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	69%	70%				
African American	67%	70%				
Asian	---	--				
Hispanic	---	--				
White	70%	73%				
FARM	47%	50%				
ELL	---	---				
Special Education	45%	50%				

During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Benchmark 5 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	92%	95%				
African American	80%	80%				
Asian	---	---				
Hispanic	---	---				
White	84%	85%				
FARM	64%	70%				
ELL	---	----				
Special Education	91%	93%				

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency in 6.A.3.a Determine the value of a given set of same currency up to \$1 as measured by Math Benchmark 5 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	72%	75%				
African American	47%	55%				
Asian	---	--				
Hispanic	---	---				
White	78%	82%				
FARM	54%	60%				
ELL	---	---				
Special Education	75%	80%				

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ATTENDANCE GOAL:

For 2010, we will increase (maintain) the percentage of student attendance to (at or above) 96%.						
Student Group:	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	95.9	96%				
African American	96.1	96%				
Asian	--	--				
Hispanic	--	--				
White	95.9	96%				
FARMS	94.9	95%				
Special Education	---	---				
LEP	96.4	96%				

SCHOOL CLIMATE GOALS

- During the 2009-10 school year, we will increase by 10% the number of first grade students who are able to recite the five “I Care” rules that are explored and developed in guidance lessons throughout the year.

PARENT INVOLVEMENT GOALS

- During the 2009-10 school year, we will increase communication with parents by creating grade level Wiki spaces by February 2010. All parent visits to the Wiki will be tracked.

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

DESCRIPTION OF CURRENT REALITY:

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
AYP Status	<ul style="list-style-type: none"> Overall for 2008, Westside has made APY status. Westside has made AYP status since 2003. 	<ul style="list-style-type: none"> The only data that can be analyzed is our Reading and Mathematics Proficiency Rate. In 2008, African Americans were the lowest scoring proficient subgroup falling in the range of 67% and 73%.
Reading/English – Benchmark assessment #1	<ul style="list-style-type: none"> Students scored lowest on 3.A.3c sequence of events (81%). 95% at or above on Benchmark #1. 	<ul style="list-style-type: none"> There was a difference of 13% between Special Ed (82%) and All students (94%). African American students scored (100%) and All students scored (95%)
Reading/English – Benchmark assessment #2	<ul style="list-style-type: none"> Students scored lowest on 2.A.3.e Similarities and Differences (79%). 86% at or above on Benchmark #2. 	<ul style="list-style-type: none"> There was a difference of 32% between Special Ed (54%) and All students (86%). There was little achievement gap noted between All (86%), White (87%), African Am. (82%), and FARM (81%).
Math/Algebra – Benchmark assessment #1	<ul style="list-style-type: none"> N/A for our school to attain any viable data the scores were too high overall 	<ul style="list-style-type: none"> N/A for our school to attain any viable data
Math/Algebra – Benchmark assessment #2	<ul style="list-style-type: none"> Students scored lowest on identifying the concept of inverse operation to addition and subtraction (81%) at expectation. Students scored 98% at expectation in problem solving. 	<ul style="list-style-type: none"> Overall performance gap exists between African American and White Students of 8 points. No gap between White and Special Ed students and between African American and Special Ed there is a 7 point gap.
Math/Algebra – Benchmark assessment #3	<ul style="list-style-type: none"> Students performed lowest on the concept of inverse operation to addition and subtraction 21% below expectation. Students scored 79% at expectation. 96% of students performed highest on solving the given word problems with addition and subtraction. 	<ul style="list-style-type: none"> Overall gaps exist between African Am. (71%) and Whites (88%) and between FARM (77%) and All Students (83%).
Math/Algebra – Benchmark assessment #4	<ul style="list-style-type: none"> Students performed lowest on counting money with only 68% at expectation. Students performed the highest (99%) on using numbers 5 and 10 as anchors in relationship to other numbers. 	<ul style="list-style-type: none"> The largest gap exists between Special Ed (90%) and FARM (64%). There is a 7 point gap between African Am. (80%) and Whites (87%).
Math/Algebra – Benchmark assessment #5	<ul style="list-style-type: none"> Overall students performed lowest on counting money with only 72% at expectation. 	<ul style="list-style-type: none"> The largest gap exists between the African American (47 %), FARM(54 %) and Whites (78%).

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Math/Algebra – Benchmark assessment #6	<ul style="list-style-type: none"> • To be added in the fall 	<ul style="list-style-type: none"> • To be added in the fall
Math – YPP (elementary/middle schools)	<ul style="list-style-type: none"> • To be added in the fall 	<ul style="list-style-type: none"> • To be added in the fall
Math – Other (specify)		
Student Attendance	<ul style="list-style-type: none"> • Attendance has been at 94.4% or higher since 2003 	<ul style="list-style-type: none"> • Of the subgroups FARM students were the lowest at 94.9%
Office Referrals	<ul style="list-style-type: none"> • 9 total office referrals. 6 of them are bus referrals 	<ul style="list-style-type: none"> • Males accounted for 8 of the referrals and females for 1
School Climate – Other		
School Climate – Other		
Parent Involvement (middle schools must report on progress in each NNPS goal area)	<ul style="list-style-type: none"> • There were 30 parents/guardians who volunteered 10 or more hours this school year. 	<ul style="list-style-type: none"> • 3 of the 30 were males and 2 out of the 30 were minorities.

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - Problem solving is an area of strength on the math benchmarks.
 - Office referrals and suspensions are minimal.
 - Attendance is at or above the 94% attendance rate for the school.
 - There is no large significant gap between subgroups in reading.
 - There is no significant gap between subgroups in math.
 - All but the Special Ed subgroup are at or above expectations for Reading.
 - The school has great volunteer support from parents.

2. Describe areas of need that exist through most or all data sources or grades.
 - The largest gap is between African Americans and Whites in math.
 - Special Education subgroup shows a slight performance gap in math and reading as evidenced by Math and Reading benchmarks.

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

SCHOOL IMPROVEMENT PRIORITIES:

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning.</p> <ul style="list-style-type: none"> • Teachers will assess student progress in meeting content standards at the objective level using formative assessments(Activotes, Education City, hand signals, class discussion, entrance and exit pass and graphic organizers) on an on-going basis • Teachers will modify instructional strategies and/or pacing based on formative assessment results on a daily basis • Teachers will provide small group instruction (flexible groups) regularly to accelerate student learning in Reading through the use of materials at the student’s instructional level such as Leveled Readers, Phonics Library, I Love Reading Books, novels, Book Flix etc. • Teachers will provide differentiated instructional strategies such as flex groups, one-on-one instruction, peer tutoring and/or cooperative learning to accelerate student learning in Math through the use of materials at the student’s instructional level. (i.e. using manipulatives, Re-teach/Practice/Enrich pages, and technology integration lessons such as Graph Club) • Paraprofessionals (K and 1st)will provide one-on-one and/or small group instruction daily to accelerate student learning in Reading and/or Math through use of materials at the student’s instructional level • Teachers will utilize and plan for and direct paraprofessionals in conducting one-on-one and/or small group instruction based on student need. Lessons will be based on current objective/content standard and/or a spiral review based on data • Special Education teachers and assistants will collaborate and co-teach with classroom teachers daily, through the process of inclusion, to provide instruction that will accommodate IEP requirements for all Special Education students • Administration will ensure common planning time is provided for collaborative planning between the classroom teachers and include the Special education teacher as needed • Administration will schedule PD for assistants in the area of instructional technology • Teachers will utilize the Houghton Mifflin Challenge Resource Kit in order to meet the needs of students who are working significantly above grade level 	2

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process. <i>Include a description of how Professional Learning Communities are organized in your school.</i></p> <p>Professional Learning Communities are organized by grade level (1st grade, Kindergarten and Pre-Kindergarten). The PLC's meet for ½ hour twice a week. They meet 3 ½ days throughout the school year and on an as needed basis during Professional development days.</p> <ul style="list-style-type: none"> • Teachers will bring predetermined quantitative and qualitative data to PLC meetings • Members of the PLC will analyze data, target an objective, determine measurable goals for reading and math and brainstorm strategies to achieve these goals • Administration in conjunction with ILT chair(s) will plan 4 Instructional Leadership Meeting per year and provide agendas • Teachers will share outcomes of PLCs at ILT meetings • PD Coaches will provide grade and content appropriate professional development during PLCs as needed • Classroom teachers and Special Education teacher will plan collaboratively based on data and/or discuss individual student progress based on data during PLCs as needed 	2
<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 will engage students in the use of before, during and after reading strategies as provided in the Voluntary State Curriculum • Teachers (K-1) will provide multiple opportunities for students to write in response to reading in the form of CR's • Teachers will utilize CLI (Pre-K and Kindergarten) and DOL (First grade) to improve communication skills • Teachers will provide multiple opportunities to identify sequencing and similarities versus differences through the use of Houghton Mifflin reading series, periodicals, technology integration lessons(Book Flix), Primary Talent Development (1st grade and K) and CLI (kindergarten and Pre-K). • Teachers (First grade) will provide multiple opportunities to learn main idea through the use of HM reading series and periodicals • Teachers will plan with PD coach to maximize students engagement while effectively intergrating technology. • Teachers will use current grade level periodicals for similarities versus differences and main idea including, Book Flix (nonfiction books) Weekly Reader(Pre-K), Scholastic "Let's Find Out"(K), Time for Kids (1st), National Geographic (1st) 	2
<p>A4 Develop classroom level assessments that mirror the content and structural demands of the Reading MSA.</p> <ul style="list-style-type: none"> • Teachers (first grade) will develop and utilize SR's and CR's during reading to assess student understanding • Teachers will expose students to the concept of completing a task in a timely manner (use a timer or five minute warning) 	4

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
A5 Utilize student learning data to accelerate student achievement in reading. <ul style="list-style-type: none"> • Teachers will analyze data including common assessments, benchmarks, and Leveled Reading Passages. • Teachers will develop checklists to assess student growth in objectives identified as areas of concern 	4
A6 Utilize strategies to teach problem solving, logic, etc. to meet the needs of diverse learners and improve learning in mathematics. <ul style="list-style-type: none"> • 1st grade Teachers will continue to reinforce relating addition to subtraction and money through the use of manipulatives, technology integration lessons & real world application • Teachers (K and 1st) will implement technology(Kidspiration, Graph Club), Problem of the Day, math talk and vocabulary to enrich math instruction • Teachers (1st) will assign individual YPP exercises to meet the identified needs of all students 	2
A7 Develop classroom level assessments that mirror the content and structural demands of the Math MSA. <ul style="list-style-type: none"> • Teachers (1st) will use assessments that include Activotes, and SR's during math to assess student understanding • Teachers will expose students to the concept of completing a task in a timely manner (use a timer or five minute warning) 	4
A8 Utilize student learning data to accelerate student achievement in math. <ul style="list-style-type: none"> • First grade teachers will analyze YPP and Edusoft Data to direct instruction • Teachers will analyze formative and summative data to direct instruction • Teachers will analyze cumulative math data, chapter tests, technology data (such as Activotes) and checklists to differentiate, design and teach lessons to improve understanding of content standards that did not meet mastery 	4
A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks. <ul style="list-style-type: none"> • Teachers will utilize available technology on an on-going basis to support instruction (Edusoft, X2, D2L, Nettekter, Book Flix, DE Streaming, Education City) 	16

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A10 Improve teachers' expertise in the use of technology for administrative and instructional purposes.</p> <ul style="list-style-type: none"> • Administration will schedule ½ day differentiated professional development once a month in integrating technology to enhance student achievement • Teachers will utilize additional ½ day sessions for integrating technology with the curriculum; Technology Team will be available to provide technology support during the sessions. • Technology coach(s) will provide on-going support on the Promethean boards • Technology Resource Teacher and Technology Team will offer training to enhance staff technology skills and teacher technology integration skills (ex. mini laptop carts) • Faculty meetings will include Tech for 10 , during which all teachers will have an opportunity to share technology integrated lessons and/or products on a rotating basis 	2

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<p>B1 Review and analyze student attendance data</p> <ul style="list-style-type: none"> • Teachers will keep accurate attendance records to be sent to the office by 9:45 am daily • Office Associate will input attendance data into X2 • Vice Principal will monitor and report monthly attendance • Administration and teachers will analyze student attendance data and make suggestions for improvement 	9
<p>B2 Promote positive attendance throughout the building</p> <ul style="list-style-type: none"> • Administration will educate parents (at the start of the school year) about the importance of daily on time attendance, our attendance policy, and the impact of family vacations on attendance • Office Associate will display S.H.O.R.E. (Students Happy On-time Ready Everyday) on bulletin board outside cafeteria • Administration will announce classes with on-time and perfect attendance at the end of each school day • Administration will distribute Outstanding Attendance certificates at an end-of-the-year assembly 	9
<p>B3 Reduce the percentage of students with excessive absences</p> <ul style="list-style-type: none"> • Office Associate will print X2 generated letters for students with 5, 10 and 15 absences and submit to Vice Principal • Vice Principal will distribute attendance letters to students as needed • Vice Principal will contact Pupil Personnel worker to make home visits as necessary • Office associate will utilize Parent Link communication system to inform parents of student absences on a daily basis • Guidance counselor will meet with identified students to stress the importance of good attendance 	9

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>C1 Review and analyze student behavior data.</p> <ul style="list-style-type: none"> • Vice Principal will review and analyze student behavior data • Guidance Counselor will teach conflict resolution to all students • Guidance Counselor will work with individual students or small groups as needed • Administration will provide opportunities for staff members to share critical student information regarding student behavioral needs 	7
<p>C2 Maintain and implement the school’s Crisis Management Plan.</p> <ul style="list-style-type: none"> • Administration will review and revise the Crisis Management Plan to ensure compliance with MSDE and local requirements • Administration will provide each classroom with a Crisis Management Plan and Drill Codes Chart • Teachers will maintain the Crisis Management Plan including current class lists given out monthly by the office • Administration will schedule a tabletop Crisis drill as mandated • Administration will conduct a crisis evacuation drill yearly (Utilizing Mount Zion United Methodist Church) • Staff will use walkie-talkies to maintain communication when outside the school building, such as the playground • Bookkeeper will maintain updated school wide class list for crisis management plan for office, cafeteria and art/music room • Administration will schedule 2 Code Red drills during the school year 	7

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>C3Engage stakeholders in the recognition, promotion, and enhancement of student’s strengths using the Developmental Assets.</p> <ul style="list-style-type: none"> • Guidance Counselor will implement the use of the “I Care” language • Guidance Counselor will identify students in need of a mentor and provide mentor services and access community mentors for those students • Guidance Counselor will assign Student Services Team members to at-risk students and monitor/evaluate the program • Administrators, Teachers and Staff will promote Wicomico County Values utilizing the M&M Club (Marvelous Manners) • Administrators, Teachers and Staff will nominate students for the M&M Club to be recognized at PTA meetings and in the monthly school newsletter • Vice Principal will announce value of the month using student examples each day on morning announcements • Guidance Counselor will post the value of the month for students to see • Administration and teachers will promote the 40 Developmental Assets through monthly newsletters, school website, and during evening activities • Students and staff will participate in Harvest for the Hungry canned food drive to help the needy • Administration will invite community fire departments to share safety tips with the students in the fall • Administration will utilize community resources for presentations, tutoring, etc. • Administration will schedule multicultural assemblies and safety presentations • Guidance counselor will provide a parent workshop session during Family Math and Reading Night • Administration, Teachers and PD Coaches will organize and implement a Family Math and Reading Night to build partnerships with parents and community members to provide opportunities to demonstrate successful strategies to reinforce student’s mastery of content standards 	9

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority D: Engage parents in taking an active role in their child's daily educational program</i>	
Action Step	Aligns with Master Plan Strategy #
<p>D1 Enhance parent communication and family involvement in the educational process.</p> <ul style="list-style-type: none"> • Teachers will utilize take-home-folders(Pre-K and Kindergarten) and agenda books(grade 1) daily to enhance communication with home • Web page committee will utilize web page to enhance communication with parents as well as include website pick of the month in the monthly Pony Pages parent newsletter • Faculty will utilize Wiki spaces to enhance communication with parents • Guidance Counselor will promote family togetherness by sponsoring a “McDonald’s Night” • Administrators and teachers will encourage parent volunteers and recognize their contributions with a volunteer luncheon in the spring • Grandparents Day Committee will organize and implement a special activity for Grandparents • Administrators and teachers will support functions sponsored by the PTA • American Education Week Committee will organize the week’s events • Administration will compile and distribute the monthly Pony Pages newsletter • Field Day Committee will encourage parent and community involvement in this school-wide event • Parent Link will be utilized to keep parents abreast of school related activities 	6

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

- 2. Briefly describe the programs and/or practices that will be implemented to address the student learning needs that you have identified (e.g., using root cause analysis to examine student data; using content-based instruction to address student skills with reading for information).**
- Teachers will utilize and plan for technology integrated lessons
 - Teachers will utilize and plan for and direct paraprofessionals in conducting one-on-one and/or small group instruction (A1)
 - Special Education teachers and assistants will collaborate and co-teach with classroom teachers daily, through the process of inclusion, to provide instruction that will accommodate IEP requirements for all Special Education students.
 - Teachers will provide differentiated instructional strategies such as flex groups, one-on-one instruction, peer tutoring and/or cooperative learning to accelerate student learning in Math through the use of materials at the student's instructional level. (i.e. using manipulatives, technology integration lessons, Re-teach/Practice/Enrich pages)
 - Teachers will provide multiple opportunities to identify main idea and similarities versus differences through the use of Houghton Mifflin reading series, periodicals, Primary Talent Development (1st grade, and K), technology integrated lessons, and CLI (K and Pre-K).
 - Teachers will utilize available technology on an on-going basis to support math and reading instruction (i.e. Edusoft, X2, D2L, Nettarek, Book Flix, DE Streaming, Education City, Graph Club, Kidspiration)
- 3. What specific teacher knowledge and skills will be addressed by the activities that you are planning?**
- Technology skills of teachers will be increased this school year. As teacher's technology skills grow, so will the technology integration at Westside Primary.
 - Effective Technology integration lessons will enhance student achievement in the area of mathematics
 - Effective use of assistants/paraprofessionals to provide differentiated instruction, and use of technology
 - Effective use of collaborative teaching model for special needs students.
- 4. What action step(s) in the school improvement plan does the professional development address?**
- Our professional development plan addresses areas in Reading(A1, A2, A3), Math(A1, A6, A7, A8), and Technology(A1, A3, A6, A9, A10, C3, D1)

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

B. Activity/Program Content and Delivery

Program Description(s) (Briefly describe the content of each aspect of the program.)	Professional Development Content Standards¹	Delivery System(s)²	Participants	Person(s) Responsible for Planning	Is Follow-up Planned? (Yes or No) If yes, describe the follow up activities that are planned.³
<p>*Technology Days – one day each month faculty will be involved in a ½ day of technology development. These days would provide time to learn new technology skills. These ½ days would allow teachers to plan to integrate technology in order to address the math and reading goals created at the Professional Learning Communities (PLC’s).</p> <p>* Tech 4 Ten – At each faculty meeting, pre assigned faculty will present a lesson and/or product used for technology integration in their classroom to share with everyone. The presenters will rotate so that every faculty member will share during the school year. Each teacher will present a minimum of 2 lessons, one of which will be a mathematics lesson.</p> <p>*In service assistance/paraprofessionals to provide for differentiated instruction utilizing technology</p>	<ul style="list-style-type: none"> -Diverse Learning Needs -Content Knowledge and quality teaching -Collaboration -Student Learning Environments 	<ul style="list-style-type: none"> -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 	<p>All faculty and staff</p>	<p>TRT Technology Team</p> <p>Coaches Faculty and Staff</p>	<p>Yes</p> <ul style="list-style-type: none"> -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
<p>Promethean Training – time in the summer to train the Technology Team in order for them to train the staff during the school year.</p> <p>P:ONY (Promethean: Our Next Year) Training – time for the Technology Team to plan with the Technology Coach in order to plan for the in service days on technology</p>	<ul style="list-style-type: none"> -Content Knowledge and quality teaching -Collaboration 	<ul style="list-style-type: none"> Demonstrations Observation of participants -Feedback to participants on mastery of new knowledge and skills 	<p>Technology Team</p>	<p>TRT Technology Team Tech Coach</p>	<p>Yes</p> <ul style="list-style-type: none"> Additional presentations and introduction of new content -Discussion/study groups -Classroom demonstrations -Observation of participants

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Professional Conference – The Technology Team attending a technology conference in order to learn new and innovative ideas that they can share and in service the staff on.					
---	--	--	--	--	--

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

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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

- The administration will ensure the professional development programs are planned, delivered and evaluated in accordance with the Instructional Leadership Teams plan.
- Administration will provide direct formal/informal feedback through classroom observations that follow-up on professional development.
- Administration will participate in trainings and be actively involved in the follow up through observations, PLC's, and faculty meetings.
- The ILT team will review and evaluate progress of the professional development plan as they meet throughout the year.

**WESTSIDE PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

C. Evaluation Plan

Program Description(s) (Copy the program description from the chart in Part B.)	Did the program actually occur?	Who participated?	What follow up occurred and who participated in it?	Program Evaluation How was the program evaluated? Was the activity successful? Why?

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.