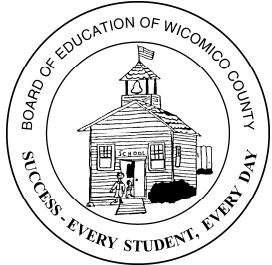


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WEST SALISBURY ELEMENTARY SCHOOL



School Improvement Plan

2009 – 2010

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

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

MISSION STATEMENT:

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

BELIEF STATEMENT:

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

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

ADEQUATE YEARLY PROGRESS (AYP) RESULTS SUMMARY:

Annual Measurable Objectives - Reading and Math										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading - Grades K-2	50.9	56.4	61.8	67.3	72.7	78.2	83.6	89.1	94.6	100
Math - Grades K-2	57.0	61.8	66.5	71.3	76.1	80.9	85.7	90.4	95.2	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	73.2	47.8	YES	77.8	54.1	YES	75.8	60.6	72.7	YES	78.2
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	72.7	NA	78.2
Asian	100.0	NA	NA	100.0	23.1	YES	100.0	NA	72.7	NA	78.2
African American	70.0	45.5	YES	76.3	51.0	YES	70.0	57.7	72.7	YES	78.2
White	77.8	31.9	YES	76.2	40.0	YES	87.5	49.0	72.7	YES	78.2
Hispanic	100.0	NA	NA	50.0	NA	NA	75.0	NA	72.7	NA	78.2
FARM	68.3	45.9	YES	70.2	50.7	YES	69.1	58.6	72.7	YES	78.2
Special Education	50.0	17.0	YES	58.3	31.2	YES	66.7	39.2	72.7	YES	78.2
ELL	50.0	NA	NA	100.0	NA	NA	NA	NA	72.7	NA	78.2

Math Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	67.1	52.9	YES	78.9	58.6	YES	73.6	64.4	76.1	YES	80.9
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	76.1	NA	80.9
Asian	100.0	NA	NA	100.0	28.7	YES	100.0	NA	76.1	NA	80.9
African American	60.0	50.6	YES	74.6	55.6	YES	65.0	61.7	76.1	YES	80.9
White	83.3	37.5	YES	81.0	45.0	YES	91.7	53.4	76.1	YES	80.9
Hispanic	100.0	NA	NA	100.0	NA	NA	75.0	NA	76.1	NA	80.9
FARM	66.7	51.0	YES	71.9	55.3	YES	69.1	62.6	76.1	YES	80.9
Special Education	50.0	23.0	YES	50.0	36.5	YES	50.0	44.0	76.1	YES	80.9
ELL	50.0	NA	NA	100.0	NA	NA	NA	NA	76.1	NA	80.9

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

Additional AYP Indicator Results					
(Subgroup performance for attendance or graduation rate is not a factor in determining AYP except for a school in Safe Harbor.)					
Attendance for Elementary/Middle Schools; Graduation Rate for High Schools					
	2005 Results	2006 Results	2007 Results	2008 Results	2009 Results
All Students	94.3 - Met	94.9 - Met	95.3 - Met	95.1 - Met	95.1 - 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	YES							
2005-2006	YES							
2006-2007	YES							
2007-2008	YES							
2008-2009	YES							

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

ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/ advanced in reading to 81.2% as measured by MSA.
- For 2010, we will increase the percentage of students at proficient/ advanced in math to 79.4% 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	82%	90%				
African American	82%	90%				
Asian	100%	100%				
Hispanic	80%	88%				
White	77%	90%				
FARM	78%	88%				
ELL	75%	85%				
Special Education	50%	60%				
Title I	82%	90%				

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

During the 2009-10 school year, we will increase grade 1 students' proficiency on standard <u>1.C.2.c</u> (Sequence of 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	72%	85%				
African American	66%	80%				
Asian	100%	100%				
Hispanic	80%	90%				
White	59%	75%				
FARM	64%	80%				
ELL	75%	80%				
Special Education	25%	50%				
Title I	72%	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	78%	85%				
African American	77%	85%				
Asian	66%	80%				
Hispanic	80%	85%				
White	82%	90%				
FARM	79%	85%				
ELL	75%	85%				
Special Education	75%	80%				
Title I	78%	85%				

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

During the 2009-10 school year, we will increase grade 1 students' proficiency on standard <u>1.E.4.a</u> (Main Idea) 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	62%	75%				
African American	65%	75%				
Asian	33%	50%				
Hispanic	40%	55%				
White	59%	75%				
FARM	64%	75%				
ELL	25%	50%				
Special Education	75%	80%				
Title I	62%	75%				

During the 2009-10 school year, we will increase grade 1 students' proficiency in <u>reading</u> as measured by Reading 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%	90%				
African American	79%	90%				
Asian	75%	85%				
Hispanic	40%	60%				
White	88%	95%				
FARM	79%	90%				
ELL	40%	60%				
Special Education	75%	80%				
Title I	80%	90%				

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

During the 2009-10 school year, we will increase grade 1 students' proficiency on standard <u>2.A.4.b</u> (Main Idea) as measured by Reading 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	78%	85%				
African American	76%	85%				
Asian	75%	85%				
Hispanic	40%	60%				
White	100%	100%				
FARM	78%	85%				
ELL	40%	60%				
Special Education	100%	100%				
Title I	78%	85%				

Grade 2:

During the 2009-10 school year, we will increase grade 2 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	34%	50%				
African American	32%	50%				
Asian	X	X				
Hispanic	40%	55%				
White	25%	40%				
FARM	23%	40%				
ELL	X	X				
Special Education	0%	25%				
Title I	34%	50%				

**WEST SALISBURY ELEMENTARY SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 2 students' proficiency on standard <u>3.A.6.a</u> (Main Idea) as measured by Reading Benchmark 1 as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	57%	70%				
African American	51%	70%				
Asian	X	X				
Hispanic	66%	75%				
White	58%	70%				
FARM	48%	60%				
ELL	X	X				
Special Education	40%	55%				
Title I	57%	70%				

During the 2009-10 school year, we will increase grade 2 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	28%	35%				
African American	23%	35%				
Asian	X	X				
Hispanic	40%	55%				
White	41%	55%				
FARM	18%	30%				
ELL	X	X				
Special Education	0%	25%				
Title I	28%	35%				

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

During the 2009-10 school year, we will increase grade 2 students' proficiency on standard <u>3.A.6.a</u> (Main Idea) 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	58%	70%				
African American	52%	70%				
Asian	X	X				
Hispanic	80%	90%				
White	50%	70%				
FARM	52%	70%				
ELL	X	X				
Special Education	40%	55%				
Title I	58%	70%				

During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>reading</u> as measured by Reading 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	45%	65%				
African American	41%	65%				
Asian	X	X				
Hispanic	60%	75%				
White	50%	70%				
FARM	35%	55%				
ELL	X	X				
Special Education	50%	65%				
Title I	45%	65%				

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

During the 2009-10 school year, we will increase grade 2 students' proficiency on standard <u>3.A.6.d</u> (Summarizing) as measured by Reading 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	47%	65%				
African American	45.5%	65%				
Asian	X	X				
Hispanic	50%	65%				
White	50%	65%				
FARM	39%	55%				
ELL	X	X				
Special Education	50%	65%				
Title I	47%	65%				

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

MATH GOALS:

Grade 1:

During the 2009-10 school year, we will increase grade 1 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	84%	90%				
African American	83%	88%				
Asian	67%	80%				
Hispanic	60%	80%				
White	95%	96%				
FARM	86%	90%				
ELL	50%	70%				
Special Education	50%	70%				
Title I	84%	90%				

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

During the 2009-10 school year, we will increase grade 1 students' proficiency on standard 6.C.1.c (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	73%	82%				
African American	74%	82%				
Asian	67%	80%				
Hispanic	20%	50%				
White	84%	90%				
FARM	76%	82%				
ELL	25%	50%				
Special Education	50%	65%				
Title I	73%	82%				

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	60%	75%				
African American	58%	76%				
Asian	100%	100%				
Hispanic	40%	60%				
White	64%	76%				
FARM	58%	76%				
ELL	50%	65%				
Special Education	0%	50%				
Title I	60%	75%				

**WEST SALISBURY ELEMENTARY SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency on standard 6.A.3.a (Determine the value of a given set of currency 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	52%	75%				
African American	52%	70%				
Asian	67%	77%				
Hispanic	20%	50%				
White	58%	76%				
FARM	53%	71%				
ELL	25%	55%				
Special Education	50%	65%				
Title I	100%	75%				

During the 2009-10 school year, we will increase grade 1 students' proficiency in math as measured by Math Benchmark 6 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						
African American						
Asian						
Hispanic						
White						
FARM						
ELL						
Special Education						
Title I						

**WEST SALISBURY ELEMENTARY SCHOOL
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2009 – 2010**

During the 2009-10 school year, we will increase grade 1 students' proficiency on standard _____ () as measured by Math Benchmark 6 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						
African American						
Asian						
Hispanic						
White						
FARM						
ELL						
Special Education						
Title I						

**WEST SALISBURY ELEMENTARY SCHOOL
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2009 – 2010**

Grade 2:

During the 2009-10 school year, we will increase grade 2 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	67%	77%				
African American	70%	82%				
Asian	100%	100%				
Hispanic	60%	75%				
White	50%	66%				
FARM	62%	74%				
ELL	0% (1 student)	30%				
Special Education	40%	58%				
Title I	67%	77%				

During the 2009-10 school year, we will increase grade 2 students' proficiency on standard <u>6.B.1.a</u> (Even and odd numbers using concrete materials) 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	67%	77%				
African American	65%	85%				
Asian	100%	100%				
Hispanic	60%	75%				
White	75%	85%				
FARM	64%	75%				
ELL	0%	67%				
Special Education	40%	62%				
Title I	67%	77%				

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

During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>math</u> 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	93%	95%				
African American	95%	96%				
Asian	100%	100%				
Hispanic	100%	100%				
White	82%	90%				
FARM	93%	95%				
ELL	100%	100%				
Special Education	100%	100%				
Title I	93%	95%				

During the 2009-10 school year, we will increase grade 2 students' proficiency on standard <u>3.A.1.b</u> (Time in intervals of 5 minutes using an analog clock) 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	70%	80%				
African American	69%	85%				
Asian	100%	100%				
Hispanic	60%	75%				
White	73%	85%				
FARM	64%	75%				
ELL	0%	67%				
Special Education	75%	77%				
Title I	70%	80%				

**WEST SALISBURY ELEMENTARY SCHOOL
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During the 2009-10 school year, we will increase grade 2 students' proficiency in <u>math</u> as measured by Math Benchmark 6 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						
African American						
Asian						
Hispanic						
White						
FARM						
ELL						
Special Education						
Title I						

During the 2009-10 school year, we will increase grade 2 students' proficiency on standard _____ () as measured by Math Benchmark 6 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						
African American						
Asian						
Hispanic						
White						
FARM						
ELL						
Special Education						
Title I						

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

SCHOOL CLIMATE GOALS:

- During the 2009-10 school year, during the months of March, April and May we will decrease the number of referrals to the office by 25% from the 2008-09 rate.

PARENT INVOLVEMENT GOALS:

- During the 2009-10 school year, we will hold at least one face to face parent conference per student.

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

DESCRIPTION OF CURRENT REALITY:

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
<p>AYP Status (AYP based on North Salisbury’s Grade 3 AYP data)</p>	<ul style="list-style-type: none"> • All students have consistently met AYP status since 2003. 	<ul style="list-style-type: none"> • All subgroups have consistently met AYP status for reading and math since 2003. In reading, FARM, Special Education and Title I students will not meet the 2010 AMO if the data trend continues. • In math, African American, Farm, Special Education and Title I students will not meet the 2010 AMO if the data trend continues.
<p>Reading – Benchmark assessment #1</p>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall 81% of students scored at or above expectation. The weakest standards were sight words, 66.3%, and sequence of events, 72.1%. <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall 34% of students scored at or above expectations. The weakest standards were words in context, 40%, inferences, 56%, and main idea, 57%. 	<ul style="list-style-type: none"> • Overall performance gaps between African American and White students exist at all grade levels. In some cases, white students are outperforming African American students and vice versa. <p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Gap – 5% <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Gap- 7%
<p>Reading – Benchmark assessment #2</p>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Overall 79% of students scored at or above expectation. The weakest standards were main idea, 61%, recognize similarities and differences, 61% <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Overall 28% of students scored at or above expectation. The weakest standards were words in context, 52%, main idea, 58%, and organizational aids, 38%. 	<ul style="list-style-type: none"> • Overall performance gaps between African American and White students exist at all grade levels. In some cases, white students are outperforming African American students and vice versa. <p><u>Grade 1</u></p> <ul style="list-style-type: none"> • Gap- 5% <p><u>Grade 2</u></p> <ul style="list-style-type: none"> • Gap- 18%

**WEST SALISBURY ELEMENTARY SCHOOL
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2009 – 2010**

Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Reading – Benchmark assessment #3	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Overall 79% of students scored at or above expectation. The weakest standards were Main idea, 78%, and Compare 1 syllable words, 67%. <p><u>Grade 2</u></p> <p>Overall 45% of students scored at or above expectation. The weakest standards were summarizing, 47%, print features, 49%, and draw conclusions, 47%.</p>	<ul style="list-style-type: none"> Overall performance gaps between African American and White students exist at all grade levels. In some cases, white students are outperforming African American students and vice versa. <p><u>Grade 1</u></p> <ul style="list-style-type: none"> Gap- 8% <p><u>Grade 2</u></p> <p>Gap- 9%</p>
Math – Benchmark assessment #2	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> Overall, 84% of students scored at or above expectation. The weakest standard on the Benchmark was identifying the concept of inverse operation to addition and subtraction (73%). Students scored 83% or above on representing numeric quantities using concrete and pictorial representations (84%), finding the missing number in a number sentence (84%), counting forward and backward (93%), developing strategies for addition and subtraction basic facts (83%) and solving an addition or subtraction word problem (90%). <p><u>Grade 2</u></p> <ul style="list-style-type: none"> Overall, 67% of students scored at or above expectation. The weakest standards were building and describe models of even and odd numbers (67%) and identify the place value of a digit in whole numbers up to 999 (68%). Other standards needing to be monitored were representing relationships using appropriate relational symbols and operational symbols (73%), using ordinal numbers to indicate position up to 31(72%) and determining the value of a given set of mixed currency up to \$10 (77%). Standards of strength were expressing whole number up to 999 using expanded form (92%), adding no more than 3 whole number addends with no more than 2 digits in each addend (86%) and solving an addition or subtraction word problem (87%). 	<ul style="list-style-type: none"> Overall performance gaps between African American and White students exist at all grade levels. In some cases, White students are outperforming African American students and vice versa. <p><u>Grade 1</u></p> <ul style="list-style-type: none"> 12% <p><u>Grade 2</u></p> <ul style="list-style-type: none"> 20%

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Math – Benchmark assessment #4	<p><u>Grade 1:</u></p> <ul style="list-style-type: none"> Overall, 60% of students scored at or above expectation. The weakest standard was determining the value of a given set of same currency up to \$1 (52%). Standards needing to be monitored were representing and analyzing numeric patterns using skip counting by multiples of 2 and 10 (70%), representing relationships using the terms greater than, less than and equal to (73%), expressing whole numbers up to 99 using expanded form (75%) and developing strategies for addition and subtraction basic facts such as: counting on, counting back, making ten, doubles and doubles plus one (73%). An area of strength was using numbers of 5 and 10 as anchors (97%). <p><u>Grade 2:</u></p> <ul style="list-style-type: none"> Overall, 93% of students scored at or above expectation. Students scored at least a 70% of each content standard assessed. The weakest standard was telling time in intervals of 5 minutes using an analog clock (70%). The other standards were: expressing whole numbers up to 999 using expanded form (93%), identifying the place value of a digit in whole numbers up to 999 (92%), adding no more than 3 whole number addends with no more than 2 digits in each addend (93%) and solving an addition and subtraction word problem (89%). 	<ul style="list-style-type: none"> Overall performance gaps between African American and White students exist at all grade levels. In some cases, White students are outperforming African American students and vice versa. <p><u>Grade 1</u></p> <ul style="list-style-type: none"> 6% <p><u>Grade 2</u></p> <ul style="list-style-type: none"> 13%
Math – Benchmark assessment #6		
Student Attendance	<ul style="list-style-type: none"> Since 2003, West Salisbury has exceeded their attendance AMO. 	<ul style="list-style-type: none"> Although West Salisbury has met their AMO each year since 2003, the Hispanics, White and ELL populations are of concern because they are not meeting the 94% AMO.
Office Referrals	<ul style="list-style-type: none"> Student behavior conducts that are most frequently referred to the office are classroom disruption, insubordination and physical attack on students. The highest behavior conduct is classroom disruption with most of the instances taking place in the classroom environment. This has been a recurring trend for the past two years. 	<ul style="list-style-type: none"> The majority of referrals are male FARM students which is impacting their instruction.

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Data Source	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends
Suspensions – In-school and out-of-school	<ul style="list-style-type: none"> ● To date, out-of-school suspensions total 43 incidences (9 students have had more than one incident) and in-school total 0. (In-school suspensions total 0 due to not having an in-school suspension room or the staff to support it.) 	<ul style="list-style-type: none"> ● The majority of suspensions are male FARM students which is impacting their instruction.
Parent Involvement	<ul style="list-style-type: none"> ● Parent involvement for Family Fun Nights and evening activities is commendable; however, PTA attendance and committee participation (i.e. ILT, Community Partners, Parent Involvement Committee and PAC) is a concern. ● Parent participation to support classroom instruction and in-class activities is a concern. West Salisbury will look into a way to reach these parents. 	<ul style="list-style-type: none"> ● Participation of parents/guardians of at-risk African American males and all FARM students is a concern. ● In the 2009-2010 school year, West Salisbury will look at reaching each subgroup through targeted Parent Workshops.

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TITLE I INFORMATION:

West Salisbury is a school-wide Title 1 Program. We are eligible due to 72.58% of students at the poverty level. Because we are a school wide program, we are not required to identify particular students as eligible for Title 1 services. We use Title 1 funds to upgrade the entire educational program of West Salisbury. Title 1 funds can be used to serve all students. All staff members are responsible for making sure that the Title 1 program is implemented with fidelity as required by law. There are no distinctions between staff that are paid with Title 1 funds and those who are not. West Salisbury is funded as any other elementary school in Wicomico County. Title 1 funds supplement and in no case supplant the amount of funds that, in absence of Title 1 funds, would be made available from non-federal sources for the school. The staff at West Salisbury must review the progress of our SIP on an ongoing basis. Our plan must be reviewed and revised in order to help all students meet the State’s standards. West Salisbury must comply with the Title 1 requirements for parent involvement by offering training to parents of all students.

School-wide Curriculum Programs:

During the 2009 – 2010 school year, grades Pre-K – 2 will be implementing the Houghton-Mifflin reading program. The Wicomico County Literacy Framework and the Maryland Voluntary State Curriculum will be integrated with the Houghton-Mifflin reading program. Macmillan McGraw-Hill will be used to support the math curriculum outlined by the county and the Maryland Voluntary State Curriculum. Primary Talent Development will be incorporated into the Science curriculum in grades K – 2.

Reading Intervention:

Reading Intervention is a component of the school-wide reading program implemented by the Support Staff. Working with students in groups of six or less, the two school-wide support staff and three paraprofessionals supplement the reading curriculum. The focus of instruction is building proficient and advanced readers by reinforcing vocabulary, phonics, comprehension, and critical thinking skills. Students work in their Reading Intervention groups during differentiated instruction in the classrooms five days per week. Materials used in the intervention will be aligned to the VSC.

Math Intervention:

Math Intervention is a component of the school-wide math program implemented by the Support Staff. Working with students in groups of six or less, the two school-wide support staff and three paraprofessionals supplement the math curriculum. The focus of instruction is building proficient and advanced mathematicians by reinforcing math vocabulary, concepts, skills and strategies according to the Maryland Voluntary State Curriculum. Students work in their Math Intervention groups during differentiated instruction in the classrooms five days per week. Materials used in the intervention will be aligned to the VSC.

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Yearly Progress Pro:

First and second grade students at West Salisbury Elementary School receive instruction with the Yearly Progress Pro (YPP) laptop program for at least 30 minutes in a six-day cycle. This program provides students with a spiraling practice of math skills in a testing format. Students also have the opportunity to complete exercises to reinforce areas of deficiency. Exercises and reports are printed and analyzed by teachers, administrators and PD coaches during grade level PLC and ILT meetings.

First in Math:

First and second grade students at West Salisbury Elementary School receive a user ID and password to use this program. The program allows students to monitor their own progress through the four basic processes of mathematics (addition, subtraction, multiplication and division). Teachers can also monitor student progress and can use the information to differentiate instruction.

Reading and Math Nights:

West Salisbury hosts an evening Reading and Math Night for parents and students two times per school year. Parents and students participate in reading and math activities that reinforce classroom curriculum. Each participant receives a packet containing educational games and a book.

Student Support Team:

The Student Support Team will be utilized to set goals, identify interventions and put a plan of action in place to address academic, attendance and behavioral concerns of students referred to the team.

School Climate and Discipline:

We are continuing Positive Behavioral Interventions and Supports Program during the 2009-2010 school year. Currently we have received the Green Ribbon Award signifying successful implementation of the PBIS program.

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Leadership Training at Salisbury University/Varsity Club Lunch:

Ten second grade students who demonstrate leadership qualities or leadership potential will participate in leadership training at Salisbury University. Participating students will be involved in leadership training through physical activities and take a tour of the campus with a Salisbury University football player. Students will conclude their day with a Varsity Club lunch featuring the football team.

After School Program:

West Salisbury students participate in the **STARS** after school program. The mission of the **STARS** program is to provide a safe after school environment that improves reading skills, develops social skills, and motivates students to achieve success by providing interesting and exciting learning opportunities. A survey is completed twice a year by classroom teachers to determine if participation in STARS has improved classroom performance.

Title I Parent Advisory Council:

West Salisbury has a Parent Advisory Council comprised of three parents, administrators and Support Teachers. The PAC meets at least 2 times a year to update the Parent Involvement Policy, to provide input on strategies to increase parent involvement and to revise the School Compact.

Transition to Kindergarten:

To ensure success with the transition to kindergarten, we host annual visits with Salisbury and Eden Head Start programs. The students are able to actively participate in morning activities with West Salisbury Kindergarten students. We have found this to be beneficial to both programs in preparing students to enter public school for the first time.

Wicomico County Mentoring Project:

This program provides mentors for at-risk students at West Salisbury and promotes educational goals and supports high academic achievement for all students.

Tiger Buddies:

This is a support system for students who have exhibited academic, behavioral or emotional needs. Students are paired with volunteer staff members who meet with children briefly on a daily basis.

Faith Based Partnerships:

St. Paul A.M.E. Zion Church and Wesley Temple United Methodist Church provide mentors and help with special programs.

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Business Partnerships:

Baxter Corporation, Chick-Fil-A and Pizza Hut provide incentives to support various programs. The Salisbury Advisory Council and the American Legion Post 145 also provide support.

Instruction Delivered by Highly Qualified Teachers:

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

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

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

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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 plan and implement daily lessons aligned with the Voluntary State Curriculum and the counties pacing guide utilizing research based instructional strategies and materials to meet the needs of diverse learners. • Pre-K to grade 2 teachers will use strategies provided in the Houghton-Mifflin Reading Program, including flexible groups, to meet the needs of diverse learners and improve learning at the students’ instructional level. • Staff will be provided professional development opportunities to attend conferences (Multicultural, Math, Reading, etc.) as evidence from subgroup data from the Benchmark Assessments. • Teachers will plan and utilize Paraprofessionals effectively to facilitate differentiated instruction. (Daily) • Teachers will provide differentiated instructional strategies such as small group/one-on-one instruction and/or Cooperative Learning strategies daily to accelerate student learning in Math through the use of materials at the students’ instructional level. (i.e.- manipulatives, Reteach/Practice/Enrich pages, Leveled Problem Solver, etc.) • Special Education teacher will collaborate with classroom teachers and Special Education Assistants to provide instruction that will accommodate IEP requirements for all Special Education students. • Classroom teachers will work with Support Teachers and/or Special Ed staff using observations, formal (Benchmarks) and informal assessments to differentiate instruction and to set instructional goals (i.e. flex grouping, one on one, computer assisted learning, enrichment opportunities) • Teachers will utilize the Wicomico County Literacy Framework and the explicit instruction model (I do, We do, You do) daily to meet the needs of diverse learners. • Teachers will develop the students’ ability to read independently for increasing periods of time. By the end of 2nd grade, students will be able to read independently for at least 20 minutes. • Each classroom will have a classroom library that is organized and leveled in a functional way for independent reading. • The Guidance Counselor will work with students on developing and identifying organizational skills and study skills. Whole-class lessons based on the PBIS School Code will be conducted. Small-group lessons will be based on teacher recommendation. • Primary teachers (K-2) will implement Primary Talent Development (PTD) lessons throughout the year in order to assess student interest, weaknesses and learning styles. • Teachers will recommend students for STARS after-school program based on student performance, daily observations, behavior, attendance, etc. • Teachers will implement Houghton-Mifflin’s Reading-Writing Workshop throughout the year. 	2

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<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"> • Classroom and Support teachers, PD Coaches and administration participate in Grade Level Team Meetings to examine student learning data. • Teachers will identify areas of improvement and will create long and short term SMART goals. SMART goal results will be shared at grade level/PLC meetings. • A Common Assessment will be created collaboratively during PLCs in order to assess achievement on SMART goal. • Grade level representatives will share outcomes of grade level instructional team meetings at ILT meetings. • Classroom teachers from each grade level will meet for PLCs one day per week (Tues., Wed., Thurs.). Support teachers, PD Coaches and administration may participate in PLCs. PLCs will focus on reviewing SIP action steps, Benchmark data, teaching strategies, student progress and work samples, resources and long-range planning. • A West Salisbury staff member may attend ILT meetings at North Salisbury along with the Reading PD Coach that we share with North. • Teachers, administrators, PD Coaches, Support Teachers, Reading and/or Math Resource Teachers will meet every week. One week the focus will be on math and the following week the focus will be on reading. The team will review pacing, student progress on YPP, summative assessments (chapter tests & benchmarks), formative assessments and BCRs. Areas of need will be identified; a plan will be developed to provide support for students and professional development for teachers, in the identified areas of need; determination will be made as to who will provide the support; and a timeline for delivering these services will be developed. • Faculty Meetings will include professional development in the areas of reading and math based on identified needs. • Professional Development for teachers will be provided throughout the year for first year Houghton-Mifflin implementation. • Benchmark data/Targets from 08-09 will be shared/reviewed as a whole staff during a professional day prior to students returning. • A copy of the SIP will be distributed and reviewed as a whole staff during a professional day prior to students returning. • The Academic Team will analyze student profile data (i.e. report cards, Benchmarks, etc.) to identify students that may be in need of academic interventions. • The Student Support Team will be utilized to set goals, identify interventions and put a plan of action in place to address academic concerns. • Title I teachers, PD coaches and/or administrators may provide professional development to Paraprofessionals at least quarterly to accelerate student achievement. 	2

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<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"> • All teachers will give explicit instruction, using research based strategies, that align to the VSC and fit the Literacy Framework to improve the five critical reading components; phonemic awareness, phonics, vocabulary, fluency and comprehension. • Teachers will implement research based strategies demonstrated by PD coach. • Teachers of all content areas will teach students to identify and analyze the use of print features, graphic aids, informational aids, and organizational aids to facilitate comprehension. • Teachers will use periodicals to support reading in the content areas (i.e. K – 1st- Weekly Reader, 2nd- Scholastic) through the use of the VSC and the Literacy Framework. • Teachers will be provided with additional materials to support reading in the content areas (i.e. Interest Nonfiction for Primary Grades) • Pre-Kindergarten and kindergarten teachers will utilize the Houghton-Mifflin Themes and materials to improve reading for information in the content areas. 	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"> • Throughout the school year, the PD Coaches will provide professional development to enhance student achievement on Benchmark Assessments. • Teachers will continue to use SRs/CRs as part of their formative assessments. (On-Going) • Teachers will administer timed activities to increase their independent reading and writing skills. 	4
<p>A5 Utilize student learning data to accelerate student achievement in reading.</p> <ul style="list-style-type: none"> • Administrators, Classroom and Support Teachers will use results from Common Assessments, Benchmark Assessments and HM Leveled Reading Passages to accelerate student achievement. • Support staff will assist students in classrooms based on identified areas of need. Classroom teachers will provide daily plans for support paraprofessionals. • Support teachers, PD coaches and/or administrators may provide professional development to Paraprofessionals at least quarterly to accelerate student achievement. • Pre-Kindergarten and kindergarten teachers will utilize fall results of MMSR to inform instruction of current students. • First grade teachers will review the previous year’s spring MMSR results to inform instruction. 	4

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<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 in grades 1 and 2 will model the four step problem solving method (read, plan, solve, look back) and utilize problem solving strategies such as draw a picture, solve a simpler problem, make a table etc. as stated in the McGraw Hill Math program. • Teachers in grades 1 & 2 will continue to model lessons and have students practice the problem solving process using the Draw It! Write About It! Books. • Students will utilize manipulatives to enhance problem solving strategies. • Teachers will use real-life activities to increase student knowledge and understanding of problem solving strategies. • PD Coaches will provide professional development and do co-teaching lessons to enhance teacher's understanding of strategies and practices to enhance student understanding of concepts. • Students will complete CRs from the Draw It! Write About It! Books at least twice per month with students demonstrating mathematical thinking through words and pictures. • Students will participate in mental math activities using the 24 Game. • Students will have daily access to manipulatives if needed for solving mathematical problems. (Pat Turner- MSDE) • Teachers will make connections within math, to other subjects and to real life daily in class. (Pat Turner- MSDE) • Students will utilize the three Rs (Read, Reflect and Reread) when solving math word problems. (Pat Turner- MSDE) • Teachers will utilize math talks for brainstorming and interactive math word walls daily with students. (Pat Turner-MSDE) • Teachers will utilize exit tickets daily in instruction. (Pat Turner- MSDE) 	2
<p>A7 Develop classroom level assessments that mirror the content and structural demands of the Math MSA.</p> <ul style="list-style-type: none"> • Teachers will develop and utilize formative assessments which match the daily teaching objective in the form of Every Pupil Response, warm-ups, selected response questions, exit tickets, clipboard cruising, etc. • Teachers will utilize YPP exercises and custom tests to improve student mastery in Mathematics. • Teachers will administer timed activities. • Teachers will provide on-going reinforcement and practice in the application of grade level appropriate math vocabulary and terminology. • Students will complete CRs from the Draw It! Write About It! Books at least twice per month with students demonstrating mathematical thinking through words and pictures. 	4

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<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
<p>A8 Utilize student learning data to accelerate student achievement in math.</p> <ul style="list-style-type: none"> • Administrators, teachers and Math PD Coach will examine Benchmark Data (on-going) at August grade level team meetings to determine strengths and weaknesses and set instructional goals to inform instruction throughout the year. • Support teachers and classroom teachers will analyze Benchmark Assessments to identify differentiated instruction groups and to prioritize levels of intervention. • Teachers will plan and utilize Paraprofessionals effectively to facilitate differentiated instruction. (Daily) • Administrators, teachers and Math PD Coach will examine student work, YPP scores and/or benchmark assessments at GLT to determine SMART goals and needed intervention per county schedule. Based on these goals, teachers will collect appropriate student work samples to analyze during the next grade level team meeting and/or PLC meeting. • Teachers will utilize pre-assessments (formal and/or informal) that will guide instruction. • Teachers will provide students with opportunities to use a variety of math manipulatives to enhance Math instruction. • Teachers will utilize quizzes and daily informal assessments which match the daily teaching objectives in the form of EPR, warm-ups, selected response questions and exit tickets to determine whether students have made daily adequate progress toward instructional goals. • Students will have the opportunity to work in flexible groups DAILY based on classroom performance, YPP data, formal and informal assessments. • Teachers will assess students on YPP once per 6-day cycle and the goal would be for all students to master 85% of the grade level skills at either a partial mastery or mastery level by the end of the school year. • Teachers will analyze student data during the twice monthly grade level math team meetings to determine students' strengths and weaknesses. Decisions will be made as to which students need additional assistance and instruction from the math support staff. • Support teachers, PD coaches and/or administrators may provide professional development to Paraprofessionals at least quarterly to accelerate student achievement. 	4
<p>A9 Utilize technology to enhance student learning and increase proficiency with administrative tasks.</p> <ul style="list-style-type: none"> • First and second grade students will use YPP assessments and tutorials to increase proficiency in Math and technology. • First and second grade students will use interactive activities provided by McGraw Hill and Houghton-Mifflin during differentiated instruction. • Students and teachers will utilize county provided Novell Applications (i.e. Discovery Education, Education City, NetTrekker, etc.) to enhance student learning. • Teachers will utilize Edusoft Reports to make informed instructional decisions. • Students will use First in Math online to increase Math proficiency. 	16

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<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"> • First and second grade teachers will utilize YPP as a teaching tool once per cycle and run reports for discussion during PLC meetings. • Students and teachers will utilize county provided Novell Applications (i.e. Discovery Education, Education City, NetTrekker, etc.) to enhance student learning. • Technology Resource Teacher will continue to provide professional development in integrating technology to enhance student achievement. 	2
<p>A11 Implement activities in reading and math to foster a home school connection and improve student achievement.</p> <ul style="list-style-type: none"> • Identify and serve children through the STARS 21st Century After School program. • Provide Family Fun Nights to inform and educate parents on reading and math strategies. • Provide parent workshops to teach parents specific strategies used in the reading and math programs. • Form and meet with a Parent Advisory Council to review the Parent Involvement Policy. • Require students to read nightly with parent sign-off. Give incentives to families to encourage nightly reading. • School personnel will make a minimum of 3 positive contacts throughout the year to parents/guardians. • Award incentives to students to encourage academic achievement and Good Citizenship. • Compacts will be distributed to all West Salisbury families. They will be introduced at our school orientation in August. Every student will take them home in their daily take home folder with separate signing sheets . The newsletter will include stakeholder update with successes and opportunities for improvement of goals in the compact. We will update the Teacher-Parent Conference Form to include compact goals. • Parent Workshops will be held to focus on the needs of ELL students and/or other subgroups based on identified academic needs. 	2
<p>A12 Provide information and activities to assist families with transitions from grade to grade and for first entry into school, including inviting all families to Open House activities prior to the opening of school in August.</p> <ul style="list-style-type: none"> • Welcome bags containing school supplies and a folder with information on school policies, routines, PBIS and curriculum will be given to all new students that enter West Salisbury. • Curriculum and expectations for the school year are shared by teachers at Open House and Back to School Night. • Correspondence is sent to all WSE families from the principal prior to the beginning of the school year. • Administration will arrange for third grade teachers from North Salisbury Elementary School to articulate with second grade teachers from WSE. • Quarterly “Evenings with the Principal” will be set up by the administration from WSE. • Teachers will visit the “home-school community” in August to promote Positive School Climate and Parent Involvement. • Parent Workshops will be held to focus on the needs of ELL students and/or other subgroups based on identified academic needs. 	6

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<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
<p>B1 Review and analyze student attendance data</p> <ul style="list-style-type: none"> • Administration and Office Associate review students' attendance daily. • Attendance analysis is done monthly with the administration. • Attendance analysis is done quarterly in ILT. • A team of staff members will monitor student attendance and identify students in need of intervention as well as monitor the on-going progress of the attendance goals in the School Improvement Plan. 	9
<p>B2 Develop and implement systems to improve daily attendance.</p> <ul style="list-style-type: none"> • Home School Liaison will meet once per week with the attendance clerk to review students with truancy and attendance concerns. • Parents/Guardians will be notified automatically by Parent Link when students are absent. • Teachers will make telephone calls and keep a log of all contacts when students are absent two or more days in a week. The log will be available for review by administration/designee. If teachers are unsuccessful with contacting parents, the Home School Liaison will be notified by the teacher. • Kid friendly visual display in the main hallway to showcase outstanding grade level attendance. Each week, the classroom with the highest percentage will receive a Tiger. • Recognize students with outstanding attendance yearly. • Publish monthly attendance percentages by homeroom in the school newsletter. • Refer students with poor attendance and/or tardiness to the Student Support Team. Home-School Liaison will meet with designated students one day per week to improve attendance. • Send letters home to students who miss ten or more days of school. • Administration will refer students with habitually poor attendance and/or excessive tardiness to the Pupil Personnel Worker for further investigation. 	9

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<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"> • Administration and Office Associate review student behavior daily. • Behavior analysis is done monthly with the administration and shared with the staff. • Behavior analysis is done quarterly in ILT. • Guidance Counselor will provide character education classroom lessons every other cycle. • Based on student behavior data, the Guidance Counselor will conduct small group and/or individual counseling sessions. 	7
<p>C2 Maintain and implement the school’s Crisis Management Plan.</p> <ul style="list-style-type: none"> • Review and revise the Crisis Management Plan to ensure compliance with MSDE and local requirements. • Conduct safety drills as mandated. • Conduct tabletop crisis drill bi-annually. • Crisis color code posters will be provided to all classrooms and common spaces in the school. 	7
<p>C3 Engage stakeholders in the recognition, promotion, and enhancement of student’s strengths using the Developmental Assets.</p> <ul style="list-style-type: none"> • Utilize character education imbedded in the PBIS program. • The Wicomico County Code of Conduct will be reviewed with the all stake-holders before the middle of September. • Grade-level assemblies will be held to review behavior expectations and routines for students. • Buster the Bus assemblies will be held to address the issue of Bus Safety. (if available) • The administration will work with the Office of Transportation to make arrangements to invite school Bus Drivers to the Open House or the Student Conduct Assemblies. • Staff will be involved with multiple opportunities to learn about positive behavior programs during the school year. • Teach and monitor student collaboration and personal responsibility during lunch through the use of the PBIS program facilitated by cafeteria duty staff. Incentives will be given to recognize classes who meet their behavior goals. 	9

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<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 Develop and implement programs to promote school community.</p> <ul style="list-style-type: none"> • School Climate Committee will work to create theme days to promote student unity and connectedness (i.e uniform days, staff gatherings, hat day, favorite character, favorite number day, favorite tree day, etc.) to promote staff cohesiveness. • The Student Support Team will be utilized to set goals, identify interventions and put a plan of action in place to address behavioral concerns. • Staff members, parents and the West Salisbury Parent Advisory Committee will work collaboratively with the Parent Involvement Team where parent/school needs and support will be identified and plans to address these needs will be developed. • The Community Partners Team will work collaboratively with members of the community wishing to support the needs of students as such needs have been identified. • The Academic Team will monitor student achievement and develop a targeted student profile of those in need of interventions as well as monitor the on-going progress of the instructional goals in the School Improvement Plan. 	7

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<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"> • Attempt to hold parent conferences/contacts for all students at least three times per year with the first being held during the first quarter. Utilize the West Salisbury Communication Form. • Guidance counselor will work with students who have difficulty following classroom and school rules and will retain documentation. • Professional development on Effective Parent Conferences/School-Home Connections will be held during a faculty meeting in August/September. • Monthly school newsletter will be sent home to parents to highlight school events and information. • Ideas for Parents will be sent home monthly in the school newsletter. • Parent Link will be utilized to notify parents of school events (PTA meetings, Picture Days, Field Trips, Family Fun Nights, etc) throughout the year. 	6

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

- The *Leveled Reading Passages* have been created to reflect the appropriate developmental range of decoding skills, reading strategies, vocabulary knowledge and high-frequency word recognition for students in kindergarten through fifth grade. Teachers will be trained in the proper administration of this assessment.
- Reading-Writing Workshops have been created to introduce and instruct the writing process in real life scenarios. Teachers will be trained on the various ways to teach the writing process.
- As teachers begin to implement the Houghton Mifflin Reading series as it aligns with the county's reading literacy framework, each grade-level's need will be assessed and appropriate professional development will be provided.

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

- A1
- A3
- A5

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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
Leveled Reading Passages	Content knowledge and quality teaching, Diverse learning needs, Student learning environments	Large group, small group, demonstrations, preparation of new instructional materials	classroom teachers, title I, resource teachers and administration	Literacy Coach	Yes, through additional presentations and review of content and observations of participants
Reading Writing Workshop	Content knowledge and quality teaching, Diverse learning needs, Student learning environments	Large group, small group, demonstrations, preparation of new instructional materials	classroom, title I resource teachers, paraprofessionals and administration	Literacy Coach	Additional presentations and review of content, Observation of participants, Co-teaching with classroom teacher
Continue Houghton Mifflin Reading Implementation	Content knowledge and quality teaching, Diverse learning needs, Student learning environments	Large group, small group, demonstrations, preparation of new instructional materials	classroom, title I, special education teachers, paraprofessionals and administration	Literacy Coach	Additional presentations and review of content, Observation of participants, Co-teaching with classroom teacher

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

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- Demonstrations
- Observation of participants
- Feedback to participants on mastery of new knowledge and skills
- Action Research
- Review of student work and planning instructional improvement
- Preparation of new instructional materials
- Other (describe)

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

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

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

- An administrator will participate at the in-services.
- They will schedule the in-service times and agendas as well as work with the coaches to co-present.
- They will schedule times and settings for sharing of information and promote follow-up by all staff.

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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.