

BOARD OF EDUCATION OF WICOMICO COUNTY

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Success - Every Student, Every Day

West Salisbury Elementary School



School Improvement Plan 2018-2019 (Revised November 7, 2018)

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.

(Insert Name of School)
SCHOOL IMPROVEMENT PLAN
2017-2018

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Mission Statement:

The mission of West Salisbury is to prepare students to be ready to learn, respectful to all and become responsible and contributing citizens in our community and beyond.

Belief Statements:

- **Positive relationships and mutual respect will be the norm between students, parents, educators and the community.**
- 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.
- 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 our students academically, socially, and emotionally.

Values: (What is important to us?)

- Embracing and accepting various cultures from our school community to build strong relationships with all stakeholders.
- Empowering students to reach their personal best.
- Engaging everyone in a positive culture and climate throughout the building.
- Establishing a safe and welcoming learning atmosphere.
- Encouraging all stakeholders including students, families, and the entire community to be active participants.
- Enriching students and parents during and after the instructional day by providing tools, workshops, and interventions to enable each one to reach their highest potential.

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School Improvement Plan Summary Narrative

West Salisbury Elementary School is located in the western part of Wicomico County, just outside the Salisbury city limits. We serve students in grades prekindergarten through 2nd grade. During the 2016-2018 school years, West Salisbury was closed as our new school building was being built. Therefore, our student population was divided between Chipman Elementary School (Prek-1st) and North Salisbury Elementary (2nd grade) Schools.

Currently, our enrollment is currently 334 students. Our current demographic data includes 48% Black/African American; 19% Hispanic/Latino; 19% White; 6% 2 or more races; 6% Asian and 1% American Indian. West Salisbury is a PBIS award winning school that teaches Character Education in the classroom and throughout our school. We believe in the 3R's. Our students strive to be respectful, responsible, and ready to learn every day! All of our students participate in the Consistent Attire Program (CAP). This policy is designated to identify what may be worn in school during the regular school day. All students should take pride in their appearance with dress and grooming that contribute to the health and safety of the individual without disrupting the orderly educational process.

West Salisbury is staffed with highly qualified teachers and qualified paraprofessionals and operates a school wide Title I program based on our current Free and Reduced Meals rate (F.A.R.M.) of 78.44%. The school wide program provides support and materials of instruction. All students at West Salisbury are eligible for support from our intervention staff. Intervention teachers use Benchmark Assessment (BAS) data, Math Benchmark data, report card grades as well as teacher and Student Support Team recommendations to offer small group instruction to students. Paraprofessionals, under the guidance of classroom teachers, use the grade level Maryland College and Career Readiness Standards for and hands on activities for small group in class instruction.

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

- Annual attestation is provided to the Title I office which signifies the highly qualified status of all staff
- Maintaining strong communication with the Department of Human Resources regarding the “highly qualified” status of individual teachers and the “qualified” status of paraprofessionals
- 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
- Providing on-going systematic training for paraprofessionals related to their assignment (PBIS, MMSR, etc.)
- Facilitating the continuous improvement of teacher and administrator skills and content knowledge to support student learning and close achievement gaps

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- Providing coaching, instructional support, and training for teachers utilizing Reading and Math Coordinators and Professional Development Coaches

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 of teachers.

West Salisbury Elementary School fully supports Section 721 of the Elementary and Secondary Education Act (ESEA) which asserts that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. The school works to ensure that homeless children and youth have access to educational and other services that they need to meet the same state academic achievement standards and assessments to which all students are held as well as that there are no barriers to their enrollment, attendance, or success in school.

Our Literacy goals for the 2018/19 school year are as follows:

All students will increase their reading ability and comprehension:

- ❖ Pre-K:
 - 80% of the Students will reach a targeted score of 80% on the Early Literacy Behaviors Assessment.
- ❖ K:
 - 80% will be reading at an instructional level D by the BAS Spring administration.
- ❖ 1st Grade:
 - 75% of students will increase by 4 or more alpha levels by BAS Spring administration.
- ❖ 2nd Grade:
 - 75% of students will increase by 4 or more alpha levels by BAS Spring administration.

To accomplish these literacy goals, teachers will utilize Fountas and Pinnell Benchmark Assessment data in the Fall and Spring as well as monthly running records, to inform reading instruction. They will also use the strategies/lessons outlined on Moodle as well as in the Common Core lesson

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Book, Common Core Writing Book, the continuum of Literacy Learning, Phonics Resources and The Reading/Writing Strategies Books by Jennifer Serravallo.

Our Math goals for the 2018/19 school year are as follows:

- ❖ Pre-K:
 - 85% of students will be proficient on the identified standards based on the 4th term report card data.
- ❖ K:
 - 80% of students will be proficient on the identified standards based on the 4th term report card data.
- ❖ 1st Grade:
 - 80% of students will score proficient on the weighted average from all three interim assessments for Strands Operations & Algebraic Thinking and Numbers & Operations in Base Ten.
- ❖ 2nd Grade
 - 80% of students will score proficient on the weighted average from all three interim assessments for Strands Operations & Algebraic Thinking and Numbers & Operations in Base Ten.

To accomplish these Math goals, teachers will provide opportunities for students to engage in the eight Mathematical Practices as they solve real-world word problems using Everyday Mathematics, ST Math, and Number Talks.

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Report Card:

Our school's official accountability report card may be accessed at www.mdreportcard.org.

STUDENT ENROLLMENT INFORMATION:

Grade Range <u>PK-2</u>	2016-2017		2017-2018		2018-2019 (as of 10/26/18)	
	Number	Percentage	Number	Percentage	Number	Percentage
Total Enrollment (<i>as of 9/30</i>)					334	
Hispanic					63	19%
Black					161	48%
White					64	19%
Asian					21	6%
Native American					4	1%
2 or more races					21	6%
English Language Learners					52	16%
Homeless					18	5%
Foster Care					0	0
Free and Reduced Meals (FARMS)						78%
Attendance Rate (<i>as of 6/1</i>)						N/A
Title I Program Designation <u> X </u> Schoolwide <u> </u> Targeted Assistance						

The school was closed from 2016-2017 through 2017-2018.

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SCHOOL FACULTY AND ADMINISTRATION:

	2016-2017	2017-2018	2018-2019
# Administrators			2
# General Education Teachers			16
# Special Education Teachers			2
# Special Area Teachers			<ul style="list-style-type: none"> • PE 1 • Media 1 • Music 0.5 • Art 0.5
# Coaches			<ul style="list-style-type: none"> • Literacy • Math • Technology • New teacher
# Instructional Assistants			12
# Intervention Staff			3
# Resource Staff			2
# Other Faculty Support			<ul style="list-style-type: none"> • Guidance 1 • HSL 1

The school was closed from 2016-2017 through 2017-2018.

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School Improvement Team Members:

Name/Position	
Melva Wright	Principal
James Heslen	Assistant Principal
Kelly O'Connor	Parent Involvement Liaison
<i>Position not filled as of yet</i>	Home/School Liaison
Tameka Holden	Guidance
Amber Justice, Co-Chair	Special Educator
Jessica Burton	Pre-K teacher
Amy Mitschke	Kindergarten teacher
Shelby Ciampa	1 st Grade teacher
Meeka McCoy, Chair	2 nd Grade teacher
Dr. Harlan Eagle	Special Areas
Hogeana Spence	Paraprofessionals
Tammy Carey	Parent
Dr. Michael Savoy	Parent

Academic Data w/ Action Steps and Strategies

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Literacy

Wicomico utilizes a number of data points to accurately inform instruction in reading at all levels. Incoming Kindergarten students are assessed for readiness using the *Kindergarten Readiness Assessment (KRA)*, Kindergarten through grade 2 students are assessed for reading decoding skills, word recognition, reading fluency, comprehension, and writing in response to reading using the *Benchmark Assessment System (BAS)*. Students in grades 2 through 5 are assessed for reading comprehension using the *Reading Inventory (RI)*. Local assessments measuring student progress toward meeting the demands of the Maryland College and Career Ready Standards have been developed to more closely resemble the PARCC assessments. These assessments are critical in determining how students are progressing toward achieving proficiency on the PARCC assessment and in reducing achievement gaps. In 2014-15, reading labs were set up in all middle schools. These labs utilized four reading intervention programs: *Wilson Reading System, Just Words, Read Naturally* and *Leveled Literacy Intervention*. Students are placed in the different programs depending on need. At the High School level district assessments as well as State High School Assessments (HSA) and RI provide data on student proficiencies.

Strategy Goal 1: Literacy

Instructional Goal	Target Group(s)	End of Year Goal	Implementation Data Source	Outcome Data Source
To increase student's readiness skills	Prekindergarten students	80% of the students will reach a targeted score of 80% on the Early Literacy Behaviors Assessment	Early Literacy Behaviors Assessment Fall 2018	Early Literacy Behaviors Assessment Spring 2019
To increase student's alpha level	Kindergarten	75% of the students will be reading at an instructional level D by Spring BAS Administration	Benchmark Assessment System Fall 2018	Benchmark Assessment System Spring 2019
To increase student's alpha level	First Grade	75% of the students who enter on or below grade level will increase by 4 or more alpha levels by Spring BAS Administration 90% of the students who enter 1 st grade above grade level will increase by 2 alpha levels by Spring BAS Administration	Benchmark Assessment System Fall 2018	Benchmark Assessment System Spring 2019
To increase student's alpha level	Second Grade	75% of students will increase by 3 or more alpha levels by Spring BAS administration.	Benchmark Assessment System Fall 2018	Benchmark Assessment System Spring 2019

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Instructional Goal	Target Group(s)	End of Year Goal	Implementation Data Source	Outcome Data Source
		90% of students who enter 2 nd grade above grade level will increase 2 alpha levels by Spring BAS		

Implementation Steps/Strategies/Professional Development	Person(s) Responsible	Time Line
<p>Teachers will complete their goal assessments (ELB, observational/anecdotal data, running records, BAS) and bring the data to PLCs once a quarter to discuss and review progress.</p> <ul style="list-style-type: none"> The Literacy Coach will conduct a refresher professional development session on informal running records as it pertains to the collection of the baseline data. The Literacy Coach will conduct a professional development session on collecting observational/ anecdotal data. The Literacy Coach will conduct a refresher professional development session on the BAS Assessment. <p>Teachers will bring Data binders to PLC meetings to analyze student progress to be shared at the quarterly meetings</p>	<p>Classroom Teachers</p> <p>Literacy Coach</p> <p>Teachers</p>	<p>On-going</p> <p>August/September Faculty Meeting</p>
<p>Teachers will identify students reading below grade level expectations according to their goal assessment (ELB, observational/ anecdotal data, running records, BAS) in order for the students to be placed into an intervention group.</p> <ul style="list-style-type: none"> The intervention teachers will conduct LLI groups according to the Administrator's Tool: Fidelity of LLI Implementation (Primary) document for first grade, second grade and K students. Teachers will use running records to ensure that students are placed appropriately and making progress 	<p>Classroom Teachers</p> <p>Intervention Teachers</p> <p>Administration</p> <p>Teachers</p>	<p>On-going</p>
<p>1st grade teachers will identify students reading above grade level expectations according to their goal assessment (running records, BAS) in order for the students to be placed into an enrichment group.</p> <ul style="list-style-type: none"> Reading specialist will conduct an enrichment group twice a week for 30 mins and will explore different units of study. 	<p>Reading specialist</p> <p>1st grade teachers</p>	<p>February-May</p>
<p>Teachers will utilize the strategies/lessons outlined in the resources within their grade level: Literacy</p>	<p>Literacy Coach/</p>	<p>On-going</p>

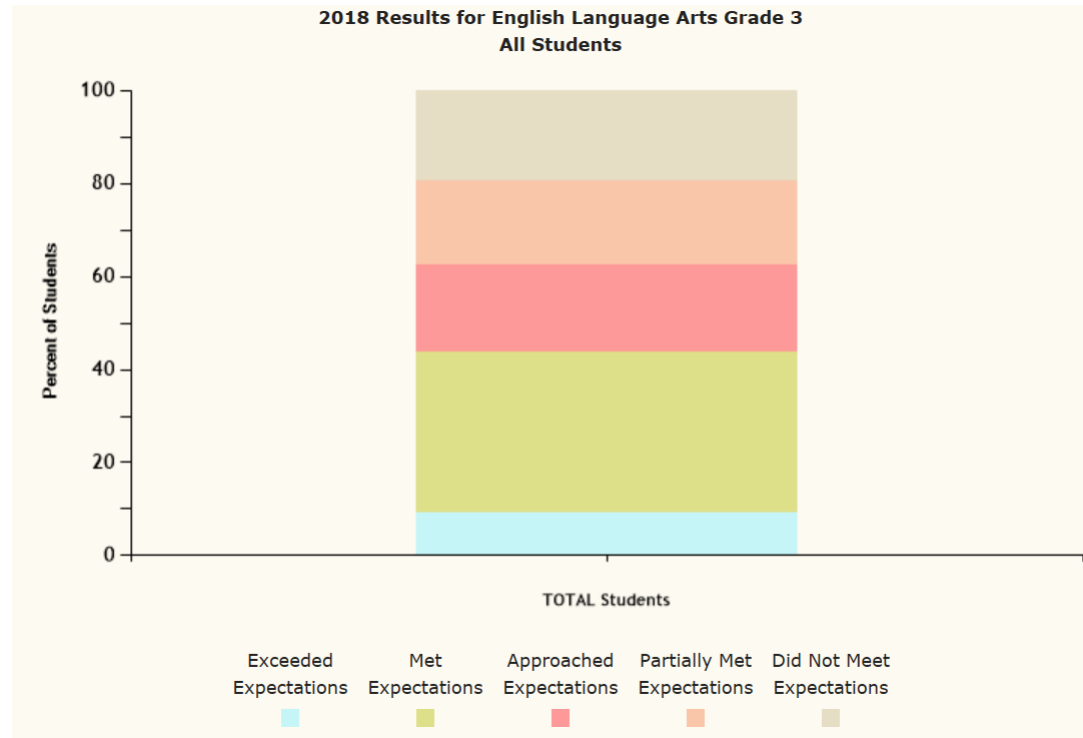
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<p>Beginnings, The Continuum of Literacy Learning, The Phonics resources</p> <ul style="list-style-type: none"> The Literacy Coach will be able to conduct on-going professional development sessions on the resources above during weekly PLC meetings or monthly faculty meetings. <p>Teachers will utilize grade level planning to discuss appropriate strategies for students using all possible resources.</p>	<p>Administration</p> <p>Teachers</p>	
<p>Teachers will bring County data (Interim Assessments and/or report cards/progress reports) quarterly to faculty meetings/PLC's to analyze areas of weakness with grade level comprehension.</p>	<p>Classroom Teachers/ Administration</p>	<p>On-going</p>
<p>Teachers will engage students in frequent interactive read alouds to build fluency, comprehension, and vocabulary.</p> <p>The Literacy Coach will conduct a refresher professional development session on interactive read alouds.</p>	<p>Classroom Teachers</p>	<p>On-going</p>
<p>Teachers will engage students in frequent and varied writing activities to support reading comprehension.</p> <ul style="list-style-type: none"> The Literacy Coach will conduct writing professional development sessions on how to collect and utilize student writing samples for instructional purposes and writing about reading. 	<p>Classroom Teachers</p> <p>Literacy Coach</p>	<p>On-going</p>
<p>Administration and teachers will provide informative text, including but not limited to Weekly Reader, Scholastic News and Time for Kids for students use.</p>	<p>Administration</p> <p>Classroom Teachers</p>	<p>On-going</p>
<p>Teachers and students will utilize technological resources to enhance literacy.</p>	<p>Classroom teachers</p>	<p>On-going</p>
<p>Grade level teams will plan field trips and hands on project-based learning activities to extend learning of curriculum related themes.</p>	<p>Administration</p> <p>Classroom Teachers</p>	<p>On-going</p>
<p>Teachers will incorporate Fountas & Pinnell Interactive Read Aloud in the whole group setting</p> <ul style="list-style-type: none"> Literacy coach will provide professional develop on Interactive Read Aloud 	<p>Classroom teachers</p> <p>Literacy coach</p>	<p>January - June</p>
<p>Teachers will complete monthly running records on students working toward grade level. Teachers will bring running records/BAS data to PLCs once a quarter to discuss and review progress. Running records can be administered more often at teacher's discretion.</p> <ol style="list-style-type: none"> The Literacy Coach will conduct a professional development session on the Fountas and Pinnell Guided Reading framework and how teachers can utilize a student's Fountas and Pinnell alpha level to structure their guided reading groups. <p>The Literacy coach will provide professional development on the utilization of the Continuum of Literacy Learning Book for all guided reading groups.</p>	<p>Reading Coach</p> <p>Classroom Teachers</p> <p>Administration</p>	<p>2018-2019</p> <p>Oct 2017 PD</p> <p>Running Records</p> <p>Oct (BAS), Nov/Dec, Jan/Feb, Mar/Apr (BAS), May/June</p>
<p>Teachers will identify students reading below grade level according for their current grade to be placed into an evidence-based intervention, such as, Leveled Literacy Intervention, Wilson, Foundations, etc.</p>	<p>Intervention Teachers</p> <p>Classroom Teachers</p> <p>Administration</p>	<p>2018-2019</p>
<p>Teachers will utilize the strategies/lessons outlined on Moodle as well as in the Common Core Lesson Book, Common Core Writing Book, The Continuum of Literacy Learning, Phonics Resources and The</p>	<p>Reading Coach</p>	<p>2018-2019</p>

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<p>Comprehension Toolkit</p> <p>a. The Literacy Coach will conduct professional development sessions during PLC meetings to familiarize teachers with Moodle lessons, the Common Core Lesson Book, and the Common Core Writing Book.</p> <p>b. Teachers will work collaboratively to develop transdisciplinary lessons that incorporate various components of the arts in order to enhance student's ability to visualize and summarize.</p> <p>Teachers will participate in quarterly ½ day planning to ensure lessons reflect county expectations, develop common assessments and delve into the Common Core Standards.</p>	<p>Classroom Teachers Administration</p>	
<p>Teachers will bring assessment data to PLC meetings to analyze areas of weakness with grade level comprehension. This information will be utilized to identify how we can assist these students with accessing grade level text.</p>	<p>Classroom Teachers Intervention Teachers Administration</p>	<p>2018-2019</p>
<p>Project based activities will be planned by grade levels to extend learning of curriculum related themes.</p>	<p>Classroom Teachers</p>	<p>2018-2019</p>
<p>After school professional development will be provided for teachers and paraprofessionals pertaining to literacy strategies.</p> <p>a. Teachers will attend SOMIRAC and prepare a presentation on literacy strategies to share with the staff</p> <p>Teachers will attend NCTM conference and prepare a presentation on math strategies to share with staff</p>	<p>Classroom Teachers</p>	<p>2018-2019</p>
<p>Reading A to Z and Head Sprout subscriptions will be utilized to increase student comprehension and encourage family involvement. RAZ KIDS</p>	<p>Classroom Teachers</p>	<p>2018-2019</p>
<p>Informative Text student use, i.e., Weekly Reader, Time for Kids, National Geographic, etc. provided by administration will be utilized to reinforce The Comprehension Toolkit strategies</p>	<p>Classroom Teacher</p>	<p>2018-2019</p>
<p>Professional development will be provided by the Literacy Coach on the use of writing workshop. Writing will be incorporated on a daily basis.</p>	<p>Reading Coach Classroom Teachers Administration</p>	<p>2018-2019</p>

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2018 Results for English Language Arts Grade 3 All Students										
Show # Descriptions »	Exceeded		Met		Approached		Partially Met		Not Met	
	%	#	%	#	%	#	%	#	%	#
2018										
TOTAL Students	9.0	12 / 133	34.6	46 / 133	18.8	25 / 133	18.0	24 / 133	19.5	26 / 133

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BAS Fall Data:	Above Level	Working Toward Level	On Level
1st Grade: 80 students	12/80= 15%	13/80= 16%	55/80= 69%
2nd Grade: 88 students	25/88=28%	38/88=43%	25/88=28%

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Mathematics

Conceptual understanding is critical for students to be able to use and apply mathematics learning outside of the classroom. Strategies and evidence-based practices will continue to focus on this need. Although there will be different professional development at different levels, there is one initiative guiding all math teachers. This is the need to raise the level of questioning during instruction. Our focus will be to raise the level of student understanding through the use of higher level questions.

The elementary and middle school grades are focusing on number sense and reasoning through the use of Number Talks versus memorizing procedures. Secondary teachers are extending this notion by offering contextual problems that promote problem solving and conceptual understandings. All lessons must promote the eight Math Practices as stated in MDCCRS. Interim Assessments are designed to assess conceptual understandings that stretch beyond basic computation. Teachers in grades 1-8, algebra 1, geometry and algebra 2 will integrate problems from the Promoting the Practices (P3) booklets that were prepared by the math professional development coaches. Teachers have received professional development on these high-level problems that push student thinking while developing perseverance and understandings.

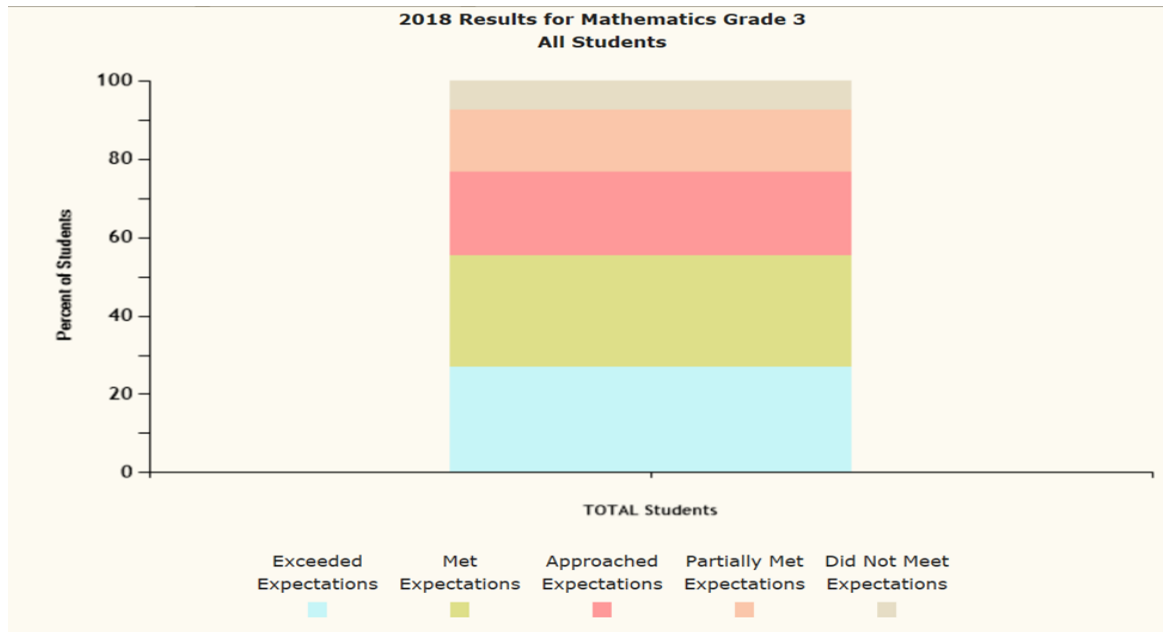
Instructional Goal	Target Group(s)	End of Year Goal	Implementation Data Source	Outcome Data Source
Students will increase proficiency in problem solving strategies	Prekindergarten	85% of students will be proficient on the identified standards based on the 4th term report card data	Teacher created formative assessment	Teacher created formative assessment
	Kindergarten	80% of students will be proficient on the identified standards based on the 4th term report card data.		
	First Grade	80% of students will score proficient or higher on the third interim assessments for Strands Operations & Algebraic Thinking and Numbers & Operations in Base Ten.		Math Interim Assessment #3
	Second Grade	75% of students will score proficient or higher on the third interim assessments		

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Instructional Goal	Target Group(s)	End of Year Goal	Implementation Data Source	Outcome Data Source
		for Strands Operations & Algebraic Thinking and Numbers & Operations in Base Ten.		

Implementation Steps/Strategies	Person(s) Responsible	Time Line
Teachers should provide opportunities for students to engage in the eight Mathematical Practices as they solve real-world word problems.	Classroom Teachers	Aug. 2018-June-2019
Teachers will complete a minimum of one grade level problem-solving common assessment per quarter which will be circle-scored during PLC's using a common scoring tool. Assessments could possibly be taken from the Everyday Mathematics 4 Edition. <ul style="list-style-type: none"> a. Documentation will be kept in Excel spreadsheets to show student progress and assist teachers in targeting individual student needs b. Teachers will utilize PLC time to identify/develop these common assessments for problem-solving. 	Classroom Teachers	Aug. 2018-June-2019
Students will use different types of modeling to represent a word problem (Ex. Bar, part-part whole, number bonds, start/change/end, equation, pictures). Demonstration lessons by coach upon request by teachers.	Classroom Teachers	Aug. 2018-June-2019
Teachers will use an organizational template when solving grade appropriate word problems. Template will be scaffolded as the year progresses. Demonstration lessons by coach upon request by teachers.	Classroom Teachers/Coach	Aug. 2018-June-2019
Teachers will implement problem solving lessons utilizing resources such as, EM4 Open Response and/or Reengagement Problem Solving Engage, TenMarks, etc .	Classroom Teachers	Aug. 2018-June-2019
Students will solve a given problem of the day during their "Math Meeting". Types of questions include but not limited to: flawed reasoning, varied answers, multi-step, and different story structure problems.	Classroom Teachers	Aug. 2018-June-2019
Math Meetings will occur daily on the SMART board and Number Talks (Sherry Parrish) will occur 2-3 times a week.	Classroom Teachers	Aug. 2018-June-2018

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2018 Results for Mathematics Grade 3 All Students										
Show # Descriptions »	Exceeded		Met		Approached		Partially Met		Not Met	
	%	#	%	#	%	#	%	#	%	#
2018										
TOTAL Students	26.9	$\frac{36}{134}$	28.4	$\frac{38}{134}$	21.6	$\frac{29}{134}$	15.7	$\frac{21}{134}$	7.5	$\frac{10}{134}$

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<ul style="list-style-type: none"> ○ Under the teacher’s guidance, paraprofessionals will be used to differentiate instruction. ○ Monthly Running records with retelling; adjust student guided reading texts & group placement ○ Benchmark Assessment System (BAS) guides assessment to instruction along <i>The Continuum of Literacy Learning</i> ○ Every student response activities ○ Clipboard Cruising ○ Exit tickets ● Utilize oral language and listening comprehension strategies to support and promote the success of our ELL population. ● Recommend students for summer school program based on student performance, daily observations, behavior, attendance, etc. ● Include text dependent questions that require text evident responses to reading in the following forms: oral, written, EBSRs, PCRs. <p>Multiple learning opportunities through the transdisciplinary instructional approach will increase the quality of learning time by connecting the content areas of Reading, Math, Writing and Special Areas through formal and informal planning.</p>	<p>Monthly K- Jan. & April Grade 1: fall & spring Grade 2: on-level & below level in fall- All in April</p> <p>Ongoing</p> <p>April</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teachers</p> <p>Teachers</p> <p>Admin./Teachers</p> <p>Teachers</p> <p>Teachers</p>
<p>A2 Examine student performance data collaboratively, utilizing the continuous improvement process.</p> <ul style="list-style-type: none"> ● Teachers will identify areas of improvement, create long and short term Student Learning Objectives (SLO) goals, and collaboratively create a Common Assessment to assess the SLO goals; results will be shared at grade level/PLC meetings. ● Grade level representatives will share outcomes of grade level instructional team meetings at ILT meetings. ● Support teachers, PD Coaches and administration will participate in PLCs. PLCs will focus on reviewing SIP action steps, assessment data, teaching strategies, student progress and work samples, resources and long-range planning. ● Faculty Meetings will include professional development in the content areas based on identified needs. ● High Quality Professional Development for teachers and paraprofessionals will be provided throughout the year for Maryland College and Career Readiness Standards implementation. ● High quality professional development for teachers and paraprofessionals will be provided specifically for implementing strategies for our at-risk subgroups. ● Assessment data/Targets and SIP plan will be shared/reviewed as a whole staff during a professional day prior to students returning. ● The Student Support Team will be utilized to set goals, identify interventions and/or enrichment and put a plan of action in place to address academic concerns. 	<p>3 times/year</p> <p>Quarterly</p> <p>Once per 6-day cycle</p> <p>Monthly(Sept-May)</p> <p>Monthly(Sept.-May)</p> <p>Monthly (Sept., Oct., Nov.)</p> <p>August</p> <p>Monthly</p>	<p>Teachers, Administration</p> <p>Grade level representatives</p> <p>Classroom, support teachers, PD Coaches, administration</p> <p>Staff member TBD by Administration</p> <p>TBD by Administration</p>

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<ul style="list-style-type: none"> • Students who are struggling to master standards are provided timely assistance as needed, based on data from report cards, BAS, teacher observations, etc. • Wicomico County encourages teachers at West Salisbury to go to Regional and National Conferences by providing Professional Leave Days in order to attend. <p>Teachers will administer Wicomico County Assessments in all content areas.</p>	<p>Ongoing Quarterly</p>	<p>Teachers, Administrators, PD Coaches, Support Teachers, Outside professional resource people Teachers, Intervention Teachers, Support Teachers, Admin, Para Teachers</p>
<p>A3 Utilize the grade level Maryland College and Career Readiness Standards for English/Language Arts to develop strategies readers that will improve learning in Reading/Language Arts</p> <ul style="list-style-type: none"> • Using literary, nonfiction, and digital text all teachers will give explicit instruction, using research based strategies, that align with the SC and fit the Literacy Framework to improve the five critical reading components; phonemic awareness, phonics, vocabulary, fluency and comprehension. • Utilize before, during, and after reading strategies (i.e., guided reading, literature circles, leveled instructional materials, vocabulary instruction, etc.) in all content areas. • Provide opportunities for independent silent reading, at their independent level. • Students will respond to their reading (i.e. journals, conferencing, individual activities, graphic organizers, etc.) in accordance with the MDCCRS writing standards. • Students will read sustained portions of text during both whole group and small group instruction. (This will include both accountable independent reading and instructional level text). • Teacher will be provided with additional materials to support reading in the content areas (i.e. The Reading Comprehension Toolkit, periodicals, etc.). • Utilize 6+1 Writing Traits as a tool to enhance writing instruction (1st and 2nd grade). • Students will be given opportunity to engage in discussions in all content areas. • Utilize complex text read-alouds to gain exposure to a higher level of text and comprehension. • Include close analytic reading, with text dependent questions through complex read-alouds. • Include Tier 2 vocabulary instruction daily with words selected from texts in all subjects. <p>Qualified paraprofessionals provide additional classroom instructional support.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>
<p>A4 Utilize the grade level Maryland College and Career Readiness Standards for Mathematics to teach problem solving, logic, etc. to meet the needs of diverse learners to 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.. • Students will utilize manipulatives on a regular basis to enhance learning. • Teachers will use real-life activities and content to increase student knowledge and 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p>

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<p>understanding in multiple content areas.</p> <ul style="list-style-type: none"> • Students will participate in mental math activities using the 24 Game. • Teachers will utilize math talks, using the Maryland College and Career Readiness Standards vocabulary for brainstorming, as well as interactive math word walls daily with students. • Teachers will utilize exit tickets, journals, warm-ups, etc. in instruction to provide informal writing opportunities in math. • Teachers should create common performance assessments focused on a few connected Maryland College and Career Readiness Standards and provide students the opportunities to apply math practices. • Teachers should collaboratively work to dissect the new curriculum and standards. • Students will have the opportunity to work in flexible groups DAILY based on classroom performance and formal and informal assessments. <p>Administrators and teachers will examine assessment data at August grade level team meetings to determine strengths and weaknesses and set instructional goals to inform instruction throughout the year. Administrators and teachers will examine student work and/or assessments at PLC to determine 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 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.</p>	<p>Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing</p>	<p>Teachers Teachers Teachers Teachers Teachers Administrators and Teachers</p>
<ul style="list-style-type: none"> • Support teachers and classroom teachers will analyze assessments to identify differentiated instruction groups and to prioritize levels of intervention. <ul style="list-style-type: none"> ○ Teachers will plan and utilize Special Education Staff and Intervention Teachers effectively to facilitate differentiated instruction using the following strategies and resources. <ul style="list-style-type: none"> ▪ Flexible grouping ▪ Compass Learning ▪ Cooperative Learning strategies ▪ Manipulatives • 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. • Teachers should continue to apply and evaluate the Math Practices and develop specific tasks, activities, and assessments that target 1 or 2 specific practices targeting a math standard. • Support teachers and/or administrators may provide high quality professional development to Paraprofessionals at least quarterly to accelerate student achievement. <p>Teachers should explore the notes and resources housed in Moodle curriculum documents, as well as use</p>	<p>Ongoing Daily Daily Quarterly Ongoing</p>	<p>Teachers, Intervention, Special Education Teachers Teachers Support Teachers, Administration, Paraprofessionals Teachers</p>

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sites such as illustrativemathematics.com.		
<p>A5 Utilize technology to enhance student learning and increase proficiency with instructional and administrative tasks.</p> <ul style="list-style-type: none"> Kindergarten, first, and second grade students will use Compass learning. First and second grade students will use interactive activities provided by online resources (i.e. Maryland College and Career Readiness Standards and Houghton-Mifflin). Students and teachers will utilize county provided Novell Applications (i.e. Discovery Education, Education City, NetTrekker, etc.) and current technology hardware (i.e. interactive whiteboards, document cameras, LCD projectors, iPads etc.) to enhance student learning. Teachers will utilize Performance Matters Reports to make informed instructional decisions. <p>Technology Coach will continue to provide professional development in integrating technology to enhance student achievement.</p>	<p>Ongoing Ongoing Ongoing Ongoing Ongoing</p>	<p>K-2 students, Teachers & Paraprofessionals 1st & 2nd students, Teachers, & Paraprofessionals Students, Teachers, Paraprofessionals Teachers, Administration Technology Coach</p>
<p>A6 Utilize the grade level standards of the science/social studies Maryland College and Career Readiness Standards to plan instruction that will meet the needs of students and improve learning in science and social studies.</p> <ul style="list-style-type: none"> Teachers will use county provided science kits to provide opportunities for hands-on learning. Teachers should use the Next Generation Science Standards as a resource for identifying links between science content and both math and ELA. Maryland College and Career Readiness Standards. Teachers will integrate measurement, graphing, and other skills that align with the math content. Teachers will use nonfiction books to support content instruction in both Reading and Math. <p>Teachers will utilize hands-on science materials to supplement instruction and build science vocabulary.</p>	<p>Ongoing Ongoing Ongoing Ongoing Ongoing</p>	<p>Teachers Teachers Teachers Teachers Teachers</p>
<p>A7 Foster a positive home school connection to improve student achievement.</p> <ul style="list-style-type: none"> Provide Family 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. Parent Workshops will be held to focus on the needs of ELL students and/or other subgroups based on identified academic needs determined by data. Form and meet with a Parent Advisory Council to review the Parent Involvement Plan. A parent communication log will be supplied and maintained by each teacher. School personnel will make a minimum of 3 positive personal contacts throughout the year to parents/guardians. 	<p>Nov. ,Feb., May Nov., Feb., May Twice per year Ongoing August, September</p>	<p>Teachers, Intervention Staff Parent Involvement Team Intervention Teachers & Teachers Parent Involvement Team Parent Advisory Council & Parent Involvement Team</p>

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<ul style="list-style-type: none"> • Title I Family Nights, Book Fair, Mentor Meet, as well as music programs, will be combined with PTA Meetings to increase parent involvement. • Award incentives to students to encourage Academic Achievement and Good Citizenship. • Compacts and parent involvement brochure will be distributed to all West Salisbury families. They will be introduced at our school orientation in August. Every student will take compacts home in their daily take home folder. • Curriculum expectations, state and local academic assessments and the requirements of the Title I program will be presented at the first PTA meeting. • The newsletter will include stakeholder updates with successes and opportunities for improvement of goals in the compact. • Correspondence is sent to all WSE families from the principal prior to the beginning of the school year. 	August – Sept.	Teachers
	June September	Teachers Administration
	September	Administration, Intervention Teachers
	Quarterly	Principal
	August, September	Principal

Attendance Data (Please report data as shown in Aspen at the end of May):

We will increase (maintain) the percentage of student attendance to (at or above) 94%.)				
Student Group:	2015-16	2016-17	2017-18	2018-19
All Students				
American Indian/Alaskan Native				
Asian				
Black or African American				
Hispanic/Latino of any race				
Native Hawaiian/Other Pacific Islander				
White				
Two or more races				
FARMS				
Special Education				
Limited English Proficient				

**The school was closed from
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Strengths:

Areas of Need:

<i>Focus Area B: Improve Student Attendance</i>		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<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. <p>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.</p>	Daily	Administration, Office Associate
	Monthly	Administration, Home School Liaison
	Quarterly Ongoing	Same as above Response to Intervention & Student Support Team
<p>B2 Develop and implement systems to improve daily attendance.</p> <ul style="list-style-type: none"> • Home School Liaison will meet, as needed, with the attendance clerk to review students with truancy and attendance concerns. • 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. • Each week, the classroom with the highest percentage will receive a Tiger. • Recognize students with outstanding attendance yearly. • Send letters home to students with excessive absences. • Administration will refer students with habitually poor attendance and/or excessive tardiness to the Pupil Personnel Worker for further investigation. • The Home School Liaison welcomes new students to our building throughout the school year. 		<p>Home School Liaison & Attendance Clerk Teachers</p> <p>Administration Administration Administration, Attendance Clerk Administration, Pupil Personnel Worker Home School Liaison</p>

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School Quality

Student Behavior (Please report data as shown in Aspen at the end of May):

School Focus: *List here any goal or opportunities for improvement the school may have to improve any aspect of the discipline data.*

	2015-2016	2016-2017	2017-2018	2018-2019
Total Number of Referrals				
Tardies				
Class Cutting				
Classroom Disruptions				
Subgroup Data				
African American				
White				
Asian				
Hispanic				
FARMS				
Special Education				

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Parent Involvement:

The research is clear: family involvement, more than financial well-being, is a better predictor of a student’s academic and social success. Children whose families are involved in their learning display more positive attitudes toward school, behave better in and out of class, earn better grades, and are more apt to pursue higher learning. West Salisbury Elementary is committed to working with all parents to ensure they have information about their child’s classes and have information about how they can support their child’s academic learning. Administrators and teachers are committed to nurturing and supporting family involvement in a variety of ways.

In the spring of each school year, the Wicomico County Board of Education sponsors the Summer Engagement Expo & More to connect families with engaging summer activities in our community in which their child can be involved. Different community organizations that provide activities for children during the summer months set up a table and share information about their programs. To support parents, mini-sessions are held to discuss Career & Technology Education; Visual and Performing Arts; Dual Enrollment, Honors and AP classes and the new SAT. This event is held the first week of March, prior to middle and high school scheduling; therefore, guidance counselors from middle schools and high schools are available to answer questions parents and students have about scheduling for classes for the next school year.

Focus Area C School Structure: Improve school climate to ensure a safe, drug-free environment conducive to learning		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
<p>C1 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. • Review the Crisis Plan and safety drill procedures during faculty meetings. • Conduct safety drills with students, (fire evacuation, civil defense, code red) as mandated. • Conduct tabletop Crisis Drill and mock evacuation drill every year. 	Ongoing	Administration All Staff
<p>C2 Promote positive values</p> <ul style="list-style-type: none"> • Positive Behavior Interventions and Support Program (PBIS) will be used as a major component for our school wide plan for establishing self-responsibility, positive values and self-worth. • Continue implementation of PBIS with entire school staff and students that will include monthly programs and incentives. • PBIS and Value posters will be displayed throughout the school to provide a constant reminder to the school family of the values that are basic in our lives. School staff may use these posters during the many teachable moments including class travel or in line wait time. • School Counselor will provide classroom instruction using Second Step, which supports PBIS and character values. 	Ongoing	Administration All Staff

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As a Title 1 school, federal guidelines mandate we have the following Family and Parent Engagement events:

Focus Area D: Family & Community Engagement: Increase parent and community involvement		
Action Step	Time Line	Person(s) Responsible (Use titles, not names.)
D1 Enhance parent communication and family involvement in the educational process.		
<ul style="list-style-type: none"> • Parents of new Prekindergarten and Kindergarten students will be invited to a Transitional Event • Administration, teachers and staff will schedule, plan and execute a Back to School Open House prior to the opening of school in September to which all families will be invited. • All Parents will be provided with Title I Home-School Compacts and Parent Involvement Brochures • Title one orientation and Back to School “Red Carpet “ Event • Teachers, Intervention Teachers, and administration will schedule Family Nights using information from the Parent Survey results. “Space Family Night” and “Superhero Family Night” • Administration will make a school newsletter available online and send home a hard copy with students at the beginning of each month. The newsletters will be provided translated in multiple languages. • Intervention Teachers will schedule a parent workshop in the fall and spring to inform parents about the Title I program. • Parent Advisory Council Meetings will be held twice a year so that parents may help develop, review, and improve the parent involvement plan, give input on the Title I budget, school compact, and performance data • PreK Parents are invited to the school to participate in theme rotations based on reading, math, and science standards. • Parents will be given the opportunity to review the School Improvement Plan. • Parents are invited to attend the Instructional Leadership Team meetings. • West Salisbury will maintain a Principal’s Advisory Committee/Title I Parent Advisory Council, and a PTA Advisory Board. • Administration will maintain resources for a “Parent Resource Center” available in the school, as well as on the school website. • Parents, staff and all stakeholders are involved in the process of formulating the Compact. • Opportunities will be provided in grades PK, K, 1 and 2 to articulate and plan for receiving students. • Grade 2 students will visit North Salisbury to become familiar with their new school. • Teachers will meet with incoming Pre-Kindergarten and Kindergarten families to conference about attendance, academic goals, and expectations for the school year. 	<p>August/September 2018 August/ September 2018</p> <p>September 2018 September 2018 October 2018, February 2019 September through June</p> <p>November 2018, May 2019 December 2018, May 2019</p> <p>November 2018, February and April 2019</p> <p>November 2018 October and December 2018, February , May 2019</p> <p>September through June</p> <p>September 2018</p> <p>May/June 2019 September 2018</p>	<p>Teachers Paraprofessionals Parents Volunteers ILT Administration</p>

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The following interventions and services are offered at West Salisbury:

Response to Intervention (RtI) Framework

Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavioral needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. During Student Services Team meetings, students are selected to receive intervention services through RtI. Student progress is analyzed by utilizing data collected through LLI, Foundations, county assessments and classroom grades. Data is entered into Performance Matters for the RtI team to review. Meetings are held to review data monthly.

Foundations

Foundations is a phonics-based program targeting children who have difficulty acquiring letters/letter sounds and assimilating the sounds into words. Students are chosen based on a teacher and Student Service Team recommendations. These groups include students with Individual Education Plans as well as general education students.

Leveled Literacy Intervention:

The *Fountas & Pinnell Leveled Literacy Intervention System* (LLI) is a small-group, supplementary literacy intervention. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading.

Reading and Math Nights:

West Salisbury Elementary hosts an evening Reading and Math Night for parents and students two times per year. Parents and students participate in reading/math activities that reinforce classroom curriculum. Each parent receives a packet containing math/reading strategies and a book. The topics are chosen based upon parent input and essential content that is taught during the year. The purpose of the packets is to reinforce activities and strategies that support classroom instruction. These activities are presented at the reading and math nights so that the parents can help to reinforce the skills.

Title I Parent Advisory Council:

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West Salisbury Elementary School has a Parent Advisory Council comprised of parents that meet at least two times a year to discuss topics pertinent to programs at the school. During the meetings, the Parent Involvement Plan/Budget and School Compact are presented, discussed and approved by the council. Parents, teachers, staff, and all stakeholders are involved in the process of formulating the Compact. Parent input for topic selection is documented and considered. Parents are provided an opportunity to review, adjust and approve the parent involvement budget.

Coordination and Integration of Federal, State, and Local Services and Programs

Title 1 coordinates and integrates with the following to enhance the services provided to students and their families:

- ***Community Eligibility Provision (CEP)***—CEP is an innovative program that allows schools to offer both breakfast and lunch at no charge to all students.
- ***Fresh Fruits and Vegetables-*** Fresh Fruits and Vegetables provides fresh fruit and vegetables in selected low-income schools. The purpose is to increase healthier eating and combat childhood obesity.
- ***Mobile Dentistry Program--***The mobile dentists utilize locally licensed dentists and hygienists, employing the latest technology in portable equipment, to provide all services directly at the school. The imaginative program sets up conveniently in classrooms, auditoriums, gyms or other suitable locales and transforms it into a fully functional “dental office” for the day.
- ***Flu Mist provided by Wicomico County Health Department-*** The vaccine, Flu Mist, is a nasal spray and is a safe, easy way to give the seasonal flu vaccine to young children. Parents and guardians who want their child to participate, must have filled out and signed the Consent Form and returned it to their child’s teacher by the determined due date.
- ***Wicomico County Book Mobile-*** Children and teachers are able to visit the Bookmobile every three weeks at West Salisbury.

Community Partnerships

West Salisbury is proud to have Wesley Temple United Methodist Church and St. Paul A.M.E. Zion Church as faith-based partners. We also partner with Baxter Enterprises (McDonald’s) and the Maryland Food Bank. The partners provide support to the instructional programs at the school by giving incentives and donating funds. McDonald’s also provides a McTeacher Award to one staff member each year.

Pre-Kindergarten Expansion

The Pre-Kindergarten Expansion Grant allows us to offer all day pre-kindergarten classes to families meeting the income guideline. The grant also provides STEM related activities, resources for Math and Literacy activities and other hands on learning for the prekindergarten classes. We believe that all children should enter school ready to learn, and that families are the foundation for their children's early success.

Positive Behavior Intervention and Supports (PBIS)

PBIS is a prevention-oriented way for school personnel to organize evidence-based practices, improve implementation of those practices, and maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students. Students can earn incentives for following school-wide rules and exhibiting positive behavior.

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In-service Activities for Paraprofessionals:

Paraprofessionals receive professional development that enhances their knowledge of the curriculum and strategies being used in the classroom. Paraprofessionals, under the direction of a highly qualified teacher, work with small groups to reteach and enrich student learning.

Professional Learning Communities (PLC)

A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues. PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. Teachers are enabled to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of student work to enhance achievement. Emphasis is placed on teacher leadership, along with their active involvement and deep commitment to school improvement efforts. The teachers at West Salisbury are involved in PLC meetings one day per 6-day cycle to plan differentiated, rigorous and engaging lessons.