

**WICOMICO COUNTY PUBLIC SCHOOLS
2019-2020**

School Improvement Plan: West Salisbury Elementary

West Salisbury Elementary
School

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Principal: Melva Wright

Assistant Principal: Jamie
Bouchelle



West Salisbury Elementary School Improvement Plan 2019-2020

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School Leadership Team

Member	Title / Position
Melva Wright	Principal
Jamie Bouchelle	Assistant Principal
Kelly O'Connor	Parent Involvement Liaison
Ashley Mackritis	Home/School Liaison
Tameka Holden	Guidance
Amber Justice, Co-Chair	Special Educator
Freda Morris	Pre-K teacher
Amy Mitschke	Kindergarten teacher
Krystal Schlissler	1st Grade teacher
Meeka McCoy, Chair	2nd Grade teacher
Kerri Kurten	PBIS Chair
Rodney Lee	Special Areas
Danielle Boggs	Paraprofessionals
Dr. Michael Savoy	Parent
Dr. Judylynn Mitchell	Central Office Representative

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West Salisbury Elementary School

Title I

2019 – 2020

Wicomico County Public Schools

We Aspire to Be:

A public school system dedicated to meeting the needs of each student from the most gifted to the most challenged.

A public school system rooted in a culture of respect, transparency and collegiality.

A public school system committed to safe schools.

A public school system our community believes in built upon the pursuit of excellence in providing an outstanding education for our community's students.

Vision Points

2017-2022 Strategic Priorities

Ensure that students in Wicomico County Public Schools are reading on grade level by Grade 3

Ensure that students graduate from Wicomico County Public Schools college and/or career ready.

Ensure a high performing workforce

Educational Equity Policy

It is the policy of the Wicomico County Board of Education to ensure the success of each student in our school system regardless, of a student's ability (cognitive, social emotional and physical), gender, ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economics.

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.

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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.

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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Coordinated School Initiatives 2019-2020

West Salisbury Elementary School is 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 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 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.

Community Educational Programs: Several community groups come in to teach our students such as Junior Achievement, LINKS, and the Fire Department- Blazing a Trail for Reading. We also have Salisbury University interns that work throughout our school building.
The Pre-Kindergarten Expansion Grant: 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.
The Breakfast Program: This program provides daily breakfast for students at West Salisbury Elementary.
Backpack Program: The Home School Liaison assist students and families in transition through the Backpack Program at West Salisbury Elementary which provides weekly snacks and meals for over the weekends and holiday breaks through Maryland Food Bank partnership and community donations.
Community Faith-Based 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), Pohanka, 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.
Consistent Attire Program (CAP): The Consistent Attire Program is in effect at West Salisbury Elementary during the instructional day and during activities outside the school day when students are representing the schools. This program designates and identifies 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.
Positive Behavior Intervention and Support System School (PBIS): West Salisbury Elementary is a PBIS award winning school that presents Character Education in the classroom and in small-group counseling sessions. The Three R's (Respectful, Responsible, and Ready) are used to model high expectations for students and to teach them to be responsible citizens through faith-based partnerships and McDonald's to provide student and staff incentives.
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.

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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.

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.

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.

Wicomico County Book Mobile- Children and teachers can visit the Bookmobile every three weeks at West Salisbury.

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<p>Priority Statement # 1: Behavior</p> <p>Decrease the number of classroom referrals</p>	<p>SMART Goal</p> <p>Discipline incidents will be reduced from 141 referrals in 2018-2019 to 100 or less referrals in 2019-2020.</p>
<p>Priority Statement #2: Literacy Expectations</p> <p>Increase all student's reading fluency and comprehension</p>	<p>SMART Goal</p> <p>Pre-K: 80% of all pre-k students will achieve a level of 4 or higher based on the first and second standard of Language and Literacy standard on the Early Learning Assessment.</p> <p>Kindergarten: 75% will be reading at an instructional level D by the BAS Spring administration.</p> <p>1st Grade: 75% of students will increase by 4 or more alpha levels by the end of April running records. 90% of the students who enter 1st grade above grade level will increase by 2 alpha levels by the end of April running records.</p> <p>2nd Grade: 75% of students will increase by 3 or more alpha levels by BAS Spring administration. 90% of students who enter 2nd grade above grade level will increase 2 alpha levels by Spring BAS</p>
<p>Priority Statement #3: Mathematics Expectations</p> <p>Students will increase proficiency in problem solving strategies</p>	<p>SMART Goal</p> <p>Pre-K: 85% of students will be proficient on the identified standards based on the 4th term report card data</p>

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	<p>Kindergarten: 80% of students will be proficient on subtraction word problems based on the SLO task bank assessment.</p> <p>1st Grade: 75% of students will score proficient or higher on the third interim assessments for Strands Operations & Algebraic Thinking and Numbers & Operations in Base Ten.</p> <p>2nd Grade: 70% of students will score proficient or higher on the SLO task bank assessment for Operations & Algebraic Thinking (Objective 2.0A.1)</p>
<p style="text-align: center;">Priority Statement #4: Attendance</p> <p>Improve the attendance rate of students who missed 20 or more days of school in 2018-2019.</p>	<p style="text-align: center;">SMART Goal</p> <p>Students that have been absent 20 or more days in 2018-2019 will decrease by 5%.</p>
<p style="text-align: center;">Priority Statement #5: Parent Involvement</p> <p>Improve the amount of involvement of our parents.</p>	<p style="text-align: center;">SMART Goal</p> <p>Parent/Family involvement will increase by 5%.</p>

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Priority 1: ESSA Category – Behavior

Based on the results of the Needs Assessment results that was collected from our entire school staff, our goal is to decrease referrals in the classroom.

SMART GOAL

Discipline incidents will be reduced from 141 referrals in 2018-2019 to 100 or less referrals in 2019-2020.

DATA to SUPPORT GOAL

X2 Data Reports

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Strategies and Effective Practices

1.0	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.
1.1	When classroom teachers plan monthly incentives for students who have earned a set number of tiger paws and have not received an office referral, the students will be able to consistently display positive behaviors and interactions throughout the school day.
1.2	When any member of our school staff reward students who exemplify our PBIS Schoolwide rules (Respectful, Responsible, Ready) with tiger paws, then students will continue to exemplify positive behavior daily.
1.3	School Counselor will provide classroom instruction using Second Step, which supports PBIS and character values.
1.4	School Counselor will provide individual, group counseling, lunch bunches as well as referrals from SST.

Milestones

Date	Data	Explanation & Needed Adjustments
September 25, 2019 November 6, 2019 January 23, 2020 March 18, 2020 May 12, 2020	Review current referral data	During ILT meetings, data will be reviewed and discussed. Any changes that need to be made will be agreed upon within the team.
September October November	Review current referral data for participation of grade-level monthly incentive	During PBIS Meetings, data will be reviewed to determine who has earned the monthly incentive.

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December January February March April May June		
Daily	"Pawsitive" Referrals	Teachers write "Pawsitive" Referrals for students going above and beyond. Referrals are announced on the morning announcements, sent home to their families and posted in the school showcase.

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Priority 2: ESSA Category – Literacy Expectation

Based on the results of the Needs Assessment that was collected from our entire school staff, our goal is to increase all student's reading fluency and comprehension.

SMART GOAL

Pre-K:

80% of all pre-k students will achieve a level of 4 or higher based on the first and second standard of Language and Literacy standard on the Early Learning Assessment.

Kindergarten:

75% 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 the end of April running records.

90% of the students who enter 1st grade above grade level will increase by 2 alpha levels by the end of April running records.

2nd Grade:

75% of students will increase by 3 or more alpha levels by BAS Spring administration.

90% of students who enter 2nd grade above grade level will increase 2 alpha levels by Spring BAS

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DATA to SUPPORT GOAL

ELB Data, BAS Data, Running records

2019 Spring BAS Data:

Kindergarten: 57 students reading below grade level

1st grade: 77 students reading below grade level

2nd grade: 34 students reading below grade level

Strategies and Effective Practices

2.0 Teachers and Intervention Teachers will complete goal assessments and conduct quarterly data analysis reviews with the guidance of the literacy coach.

- The Literacy Coach will conduct a refresher professional development session on informal running records as it pertains to the collection of the baseline data in order to remain current in administration of running records.
- The Literacy Coach will conduct a professional development session on collecting observational/ anecdotal data for teachers to differentiate instruction.
- The Literacy Coach will conduct a refresher professional development session on the BAS Assessment in order to remain current in administration of running records.
- Teachers will bring running records to PLC meetings to analyze student progress to be shared at the quarterly meetings.

2.1 When classroom teachers and intervention teachers develop, implement and monitor tiered instruction (guided reading/small group instruction) and targeted interventions (Tier 2 & 3), then students will increase their reading proficiency and comprehension.

- Reading A to Z and RAZ KIDS subscriptions will be utilized to increase student comprehension and encourage family involvement. This will encourage family involvement as it offers home learning for literacy and comprehension.

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- Leveled Literacy Intervention will be utilized to increase student fluency and comprehension.

2.2 When classroom teachers administer quarterly running records, then students will be adjusted in their guided reading instruction and groups as needed.

2.3 Teachers will identify students reading below grade level expectations according to their goal assessment (ELB, observational/ anecdotal data, running records, BAS) for the students to be placed into an intervention group.

- 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.

2.4 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.

- 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.
- The Literacy coach will provide professional development on the utilization of the Continuum of Literacy Learning Book for all guided reading groups.

2.5 Teachers will use shared reading daily during guided reading instruction. Shared Reading provides enjoyable, successful experiences with print for all students; promotes the development of all aspects of the reading process; builds language skills and enhances vocabulary; provides opportunities to engage in expressive, meaningful, fluent reading; builds understanding of various types, formats, and language structures

2.6 Teachers will incorporate Independent Reading utilizing Lucy Calkins libraries which are vetted materials through The Teacher's College Reading and Writing Project.

2.7 After school professional development will be provided for teachers and paraprofessionals pertaining to literacy strategies under the leadership of our literacy coach. The PD topics include: Classroom libraries, reading conferences, Make and take reading center ideas/Writer's Workshop Conferencing Tool kits, and Use of Online Resources, i.e. Readworks.

2.8 After school tutoring is provided to families who meet the F.I.T criteria.

2.9 Transition opportunities will be provided for local daycare and head start children to participate in our assemblies and educational rotations. At the end of the school year, they will be invited to participate in a Pre-k school day.

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2.10 A transition opportunity will be provided for our 2nd graders to tour North Salisbury Elementary school in preparation for the upcoming school year.

Milestones

Date	Data	Explanation & Needed Adjustments
September 2019	Fall BAS Administration	Data collected for student's baseline and guided reading instruction is driven based on instructional levels.
October 2019	Early Learning Assessment (Pre-Kindergarten)	Data collected for student's baseline and instruction is driven based on scores.
November 2019 January 2020 March 2020 May 2020	Quarterly Running Records	Student's alpha level should have grown by 2 or more alpha levels.
September 25, 2019 November 6, 2019 January 23, 2020 March 18, 2020 May 12, 2020	Review running record data	During ILT meetings, data will be reviewed and discussed. Any changes that need to be made will be agreed upon within the team.
April 2020	Spring BAS Administration	Kindergarten: <ul style="list-style-type: none"> • 75% will be reading at an instructional level D by the BAS Spring administration.

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		<p>1st Grade:</p> <ul style="list-style-type: none"> • 75% of students will increase by 4 or more alpha levels by the end of April running records. • 90% of the students who enter 1st grade above grade level will increase by 2 alpha levels by the end of April running records. <p>2nd Grade:</p> <ul style="list-style-type: none"> • 75% of students will increase by 3 or more alpha levels by BAS Spring administration. • 90% of students who enter 2nd grade above grade level will increase 2 alpha levels by Spring BAS
April 2020	Early Learning Assessment (Pre-Kindergarten)	80% of all pre-k students will achieve a level of 4 or higher based on the first and second standard of Language and Literacy standard on the Early Learning Assessment.

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Priority 3: ESSA Category – Mathematics Expectation

Based on the results of the Needs Assessment results that was collected from our entire school staff, our goal is to increase all student's proficiency in problem solving strategies.

SMART GOAL

Pre-K:

80% of all pre-k students will achieve a level of 4 or higher based on the first standard of the Math standard on the Early Learning Assessment.

Kindergarten:

80% of students will be proficient on subtraction word problems based on the SLO task bank assessment.

1st Grade:

75% of students will score proficient or higher on the third interim assessments for Strands Operations & Algebraic Thinking and Numbers & Operations in Base Ten.

2nd Grade:

70% of students will score proficient or higher on the SLO task bank assessment for Operations & Algebraic Thinking (Objective 2.0A.1)

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DATA To SUPPORT GOAL

4th term report card data, teacher created formative assessment, Math Interim Assessment data #2

2019 Math Interim Assessment Data

1st grade: 39 students below expectations

2nd grade: 58 students below expectations

All Three 2nd Grade Interims

49% of students were proficient on word problems

Strategies and Effective Practices

3.0 Teachers should provide opportunities for students to engage in the eight Mathematical Practices as they solve real-world word problems.

3.1 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.

- Documentation will be kept in Excel spreadsheets to show student progress and assist teachers in targeting individual student needs
- Teachers will utilize PLC time to identify/develop these common assessments for problem-solving.
- c. Grade 2 teachers will use the developed common assessments found in eDoctrina.

3.2 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.

3.3 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.

- Teachers will implement problem solving lessons utilizing resources such as, EM4 Open Response and/or Reengagement Problem Solving Engage, Tackle the Task, ES 9 task booklets, etc.

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<https://ies.ed.gov/ncee/wwc/Intervention/207>

- Students will participate in ST Math Intervention at least 60 per cycle. Administration and teachers will monitor student's progress and use the data to guide instruction.

https://www.evidenceforessa.org/programs/math/elementary?field_evidence_rating=%5B4%2C5%2C7%5D&page=1

<https://www.wested.org/resources/st-math-evaluation/>

<https://blog.mindresearch.org/blog/st-math-for-students-in-special-education>

<https://blog.mindresearch.org/blog/equitable-access-ells>

3.4 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, different story structure problems, and sentence frames.

- Math Meetings will occur daily on the SMART board and Number Talks (Sherry Parrish) will occur 2-3 times a week.

3.5 After school professional development will be provided for teachers and paraprofessionals pertaining to mathematics strategies.

- Teachers will attend NCTM conference and prepare a presentation on math strategies to share with staff.

3.6 Math Intervention teacher will work with students performing below grade level based on the pre-math assessment.

3.7 After school tutoring is provided to families who meet the F.I.T criteria.

3.8 Transition opportunities will be provided for local daycare and head start children to participate in our assemblies and educational rotations. At the end of the school year, they will be invited to participate in a Pre-k school day.

3.9 A transition opportunity will be provided for our 2nd graders to tour North Salisbury Elementary school in preparation for the upcoming school year.

Milestones

Date	Data	Explanation & Needed Adjustments
October 2019	Teacher created formative assessments (all grades)	Data collected for student's baseline and instruction is driven based on scores.
Quarterly	Pre-kindergarten and kindergarten report cards	Students should be proficient in problem solving strategies

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(End of marking terms)		(At least 20% increase each term)
January 2020	Teacher created formative assessments (1 st & 2 nd grade)	Students should be proficient in problem solving strategies (At least 25% increase each term)
April 2020	Teacher created formative assessments	<p>1st Grade:</p> <ul style="list-style-type: none"> 75% of students will score proficient or higher on the second interim assessments for Strands Operations & Algebraic Thinking and Numbers & Operations in Base Ten. <p>2nd Grade:</p> <ul style="list-style-type: none"> 70% of students will score proficient or higher on the SLO task bank assessment for Operations & Algebraic Thinking (Objective 2.0A.1)
April 2020	Pre-kindergarten and kindergarten report cards	<p>Pre-K:</p> <p>80% of all pre-k students will achieve a level of 4 or higher based on the first standard of the Math standard on the Early Learning Assessment.</p> <p>Kindergarten:</p> <p>80% of students will be proficient on subtraction word problems based on the SLO task bank assessment.</p>

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Priority 4: ESSA Category – Attendance

Based on the results of the Needs Assessment results that was collected from our entire school staff, our goal is improve the attendance rate of students who missed 20 or more days of school in 2018-2019.

SMART GOAL

Students that have been absent 20 or more days in 2018-2019 will decrease by 5%.

DATA to SUPPORT GOAL

X2 Attendance data

2019-2020 Attendance data:
35 students were absent 20+days or more

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Strategies and Effective Practices

4.0 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.
4.1 Review and analyze student attendance data <ul style="list-style-type: none"> a) Administration and Office Associate review students' attendance daily. b) Attendance analysis is done monthly with the administration. c) Attendance analysis is done quarterly in ILT. d) 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.
4.2 Each week, the classroom with the highest percentage will receive a Tiger. <ul style="list-style-type: none"> a) Recognize students with outstanding attendance yearly.
4.3 Send letters home to students with excessive absences.
4.4 Administration will refer students with habitually poor attendance and/or excessive tardiness to the Pupil Personnel Worker for further investigation.

Milestones

Date	Data	Explanation & Needed Adjustments
Daily	X2 attendance reports	Attendance is taken daily
Bi-weekly	X2 attendance reports	Administration, the Home/School Liaison and office associate review attendance
September 25, 2019 November 6, 2019 January 23, 2020 March 18, 2020 May 12, 2020	Review current attendance data	During ILT meetings, data will be reviewed and discussed. Any changes that need to be made will be agreed upon within the team.

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Priority 5: ESSA Category – Parent Involvement

Based on the results of the Needs Assessment results that was collected from our entire school staff, our goal is to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.

SMART GOAL

Parent/Family involvement (attendance) will increase by 5%.

DATA to SUPPORT GOAL

Family Night Sign-in Sheets and Parent Surveys, Reports from Family Involvement Team

Strategies and Effective Practices

5.0 Develop a community relations program (faith-based partner & PTA) that includes volunteers, businesses, parents and other agencies to increase the capacity of schools to engage their communities. Leadership engages stakeholders effectively in support of the school's purpose and direction.

5.1 Provide Family Nights to inform and educate parents on reading and math strategies.

- a) Title I Family Nights, Book Fair, as well as music programs, will be combined with PTA Meetings to increase parent involvement.
- b) PreK- 2nd grade parents are invited to the school to participate in theme rotations based on reading, math, and science standards.
- c) Interpreters are present during each family event and information that is sent home is translated.

5.2 Increase awareness of education through social media (Facebook and school webpage).

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<p>5.3 Provide parent workshops to teach parents specific strategies used in the reading and math programs.</p> <p>a) 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.</p>
<p>5.4 A parent communication log will be supplied and maintained by each teacher.</p> <p>a) Compacts and parent involvement brochure will be distributed to all West Salisbury families. They will be introduced at our Back to School Night in September 2019. Every student will take compacts home in their daily take home folder.</p> <p>b) The “Tiger Times” school newsletter will be sent home monthly.</p> <p>c) School personnel will make a minimum of 3 positive personal contacts throughout the year to parents/guardians.</p>
<p>5.5 Parent feedback is obtained through fall and spring parent advisory council meetings, surveys and evaluations. Feedback is used to plan events throughout the school year and adjust as needed. A parent representative is active on our ILT.</p>

Milestones

Date	Data	Explanation & Needed Adjustments
September 9, 2019 5:00-7:30	Sign-in sheets & parent surveys	<p>Back to School Night</p> <ul style="list-style-type: none"> • All staff will attend • Families will be informed of school policies, rules & behavior expectations, PBIS, Title 1 and PTA • Dinner provided
October 17, 2019 5:00-6:30	Sign-in sheets & parent surveys	<p>Zoo Night</p> <ul style="list-style-type: none"> • All staff members are welcome to help work the event; funds available to pay the first 6 staff members to volunteer to work the event • Families will visit stations to learn ways they can help their children with reading and math at home & engage in zoo/animal themed activities

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		<ul style="list-style-type: none"> All activities will be based on student performance data and the four goals for ILT Dinner provided
March 25, 2020 5:00-7:30	Sign-in sheets & parent surveys	Family Game Night <ul style="list-style-type: none"> All staff members are welcome to help work the event; funds available to pay the first 6 staff members to volunteer to work the event Families will visit stations to learn ways they can help their children with reading and math at home through fun family friendly games All activities will be based on student performance data and the four goals for ILT Dinner provided
TBD	Sign-in sheets & parent surveys	Date, time and content of this workshop will be determined based on the results from the Parent Interest Survey completed by families digitally at our Back to School Night
December 10, 2019 5:30-6:00	Sign-in sheets & parent surveys	Winter PTA Refresher/Updates <ul style="list-style-type: none"> Meeting will be held before winter music program Purpose: to discuss and review the parent and family engagement plan including the brochure, compact, activities, etc. PAC meetings involve parents and some members of the family involvement team
Spring 2020/TBD	Sign-in sheets & parent surveys	Spring PTA Refresher/Updates <ul style="list-style-type: none"> Meeting will be held before spring music program Purpose: to discuss and review the parent and family engagement plan including the brochure, compact, activities, etc. PAC meetings involve parents and some members of the family involvement team

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Appendices:

School's PBIS Action Plan (Reader's Digest Version)

West Salisbury Elementary School PBIS Action Plan 2019-2020
GOAL #1: Maintain or lower office referrals for the 2019-2020 school year.
GOAL #2: Classrooms will maintain a 94% attendance rate for the 2019-2020 school year.
Objective 1: (Tier I plan) All students and staff will be recognized through our incentive program for demonstrating positive behaviors that promote learning in a safe and orderly school.
Objective 2: (Tier I plan) The goals of our 3R's will be visible and communicated to all stake holders: students, staff, parents, community.
Objective 3: (Tier I plan) Students will receive continuous informal and formal instruction of positive behaviors as outlined in our Tiger Pledge
Objective 4: Reduce the number of office referrals by tracking and targeting our identified Tier II
Objective 5: Reduce the number of office referrals by tracking and targeting our identified Tier III students