

Brookhaven Elementary School

School Improvement Plan 2011-12

**Principal: Mr. Robert Grundy
Assistant Principal: Mrs. Carol Maroglio**

**Alignment w/ Baldrige Guided School
Improvement Process**

Baldrige Category Schoolwide Program Components

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LEADERSHIP

Our Vision:

We, the Brookhaven community, work collaboratively to instill a passion for learning and foster a responsible, respectful, caring and honest environment. We expect social and academic success from all students

Our Mission:

We, the Brookhaven community, will meet the yearly math and reading benchmarks. We will achieve this goal by setting high expectations and by providing support to meet individual student needs. We will work together to foster socially responsible, hard-working, college ready citizens.

As a Professional Learning Community and in keeping with our Vision and Mission belief to provide students with opportunities to achieve in a learning environment that values and challenges all students, we have chosen a goal that reflects that core belief: *100% of our students will attain the grade level benchmark in reading for their respective grade.*

The Leadership Team, which represents all Brookhaven stakeholders, will communicate the expectations, goals, and mission through:

- * Team planning sessions
- * Title I school-wide parent meetings
- * Teacher-parent conferences
- * Weekly communication (principal's letter, Friday student communication folders)
- * Staff meetings /high quality on-going professional development
- * Student data notebooks
- * Curriculum nights
- * Back-to-School Night
- * Data chats

Stakeholder Participation and Communication:

Based on our meeting documentation from summer leadership and pre-service meetings, staff, parents, central office personnel and administration were active participants in our school improvement efforts and leadership events. As part of our Open House and initial weeks of school, a parent and student-friendly session will be included in all classroom meetings to disseminate our home school compact and related school policies. Our purpose is to share our school improvement goals with our students and parents.

Using the resources provided in the MCPS Baldrige Handbook for Teachers, *My Job, Your Job, Our Job*, each class will develop the a mission statement and establish responsibilities for the student, teacher and family to ensure each stakeholder has a part in improving student achievement. These efforts are directly aligned with the Title I School/Home Compact. Parents also had the opportunity to provide input on the 2011-2012 Title I Home School Compact and local school parent involvement policy at the first PTA meeting, Back to School Night, and Family Involvement Committee meeting. As part of the administrative presentation at our Back to School Night, an invitation was made to parents to participate in the development of the SIP and provide feedback. Samples of parent feedback are included in our attachment section.

School Improvement Team Information

Principal: Robert Grundy

All members of the School Improvement Team who worked on the plan must complete the sign in sheet. Their signatures verify that they were active members on the team. The School Improvement Team leads the school community in making the school a positive place in which teaching and learning thrive. The team should be representative of the school community and work closely with school administrators to develop a comprehensive plan for school improvement.

Print Name	Signature	Position
Staff:		
Robert Grundy		Principal
Carol Maroglio		Assistant Principal
Angelina Sanchez		Staff Development Teacher
Lisa Boymel-Miller		Math Focus Teacher
Elyse Bernstein		Reading Specialist/Coach
Joan Mahaffey		ESOL Teacher
Glenda Cole-Bobo		Special Education Teacher
Lynda Wainwright		Title I Instructional Specialist
Cecilia Johnson		Kindergarten team leader
Brianne McDaniel		Grade 1 team leader
Barbara Woodworth		Grade 2 team leader
Kerri Hennelly		Grade 3 team leader
Jessica Powell		Grade 4 team leader
Peter Moore		Grade 5 team leader/ Faculty Rep.
Antoinette Phillips		Counselor
Marianne Reiff		Media Specialist
Shelly Malusky		Elected Support Representative
Sonia Cintron		ESOL/ Family Involvement Chair
Marla Werber		PEP/Parent Educator
Parents (required):		
Hannah Vidal		Parent
Jimilee Komolafe		Parent
Lara Poawui		Parent
Others (Students, Business/Community Members):		
Nilda Colgrove		Family Community Partnership

School Improvement Team Meeting Dates for 2011-2012

September 20, 2011
October 18, 2011
November 15, 2011
December 13, 2011
January 17, 2012
February 21, 2012
March 27, 2012
April 24, 2012
May 29, 2012

ORGANIZATIONAL PERFORMANCE RESULTS

This category refers to our summative data focusing specifically on the Maryland School Assessment (MSA). In order to maintain our successful school status it is vital that we meet or exceed the Annual Measurable Objectives (AMO) for reading and math. The AMO for 2011-2012 is designated below:

Brookhaven Elementary School will meet the Maryland State Assessment (MSA) 2012 Annual Measurable Objectives:

- 90.6% (within the confidence interval) of all students and of the 7 subgroups represented at our school will demonstrate proficient or advanced performance in reading on the MSA.
- 89.7% (within the confidence interval) of all students and of the 7 subgroups represented at our school will demonstrate proficient or advanced performance in math on the MSA.

Trend data related to MSA reading and math performance results presented below. Additional data is included in our Student Stakeholder Focus Section on pages 7-12.

	2006-2007MSA Reading Proficiency	2007-2008 MSA Reading Proficiency	2008-2009 MSA Reading Proficiency	2009-2010 Reading Proficiency	2010-2011 Reading Proficiency
3 rd Grade	51.2%	59.6%	77.5	73.7%	80.0%
4 th Grade	65.1%	80.5%	79.2	88.9%	85.5%
5 th Grade	71.4%	81%	85.4	84.0%	91.5%
	2006-07 MSA Math Proficiency	2007-08 MSA Math Proficiency	2008-2009 MSA Math Proficiency	2009-2010 Math Proficiency	2010-2011 Math Proficiency
3 rd Grade	75.6%	80.8%	87.9	89.5%	88.0%
4 th Grade	74.6%	87.8%	86.8	91.1%	84.9%
5 th Grade	81.0%	79.3%	81.0	92.0%	87.2%

STUDENT AND STAKEHOLDER FOCUS

Our **comprehensive needs assessment** consists of a variety of data for reading and mathematics. We reviewed summary and trend data for reading and math using the MSA. We used reading benchmark data at all levels and made correlations to the Measures of Academic Progress in Reading (MAP-R) and the Terra Nova 2 (TN2). We made correlations between district math unit assessments and the Maryland School Assessment (MSA) and TN2.

Based on our subgroup data, gains were made on MSA reading in grade 3 in all subgroups, grade 4 in special ed. and grade 5 in all subgroups except African American from 2010 to 2011.

MSA READING DATA

Based on the analysis of disaggregated student data in reading, we identified the following information to guide our school improvement efforts and drive our interventions both supportive and accelerative. The data statements below reflect the areas where growth is needed.

Grade 3 (current grade 4)

9.4% of the entire grade level scored at advanced
69.8% of the entire grade level scored at proficient
20% of the entire grade level scored at basic
*25% of the Limited English Proficient subgroup scored at basic**
100% of Special Education subgroup scored at basic*

Grade 4 (current grade 5)

13.2% of the entire grade level scored at advanced
70.6% of the entire grade level scored at proficient
14% of the entire grade level scored at basic
*27.3% of the LEP subgroup scored at basic***
25.0% of the Special Education subgroup scored at basic*

***Based on the results of the Special Education and LEP subgroups Brookhaven met AYP through safe harbor.** As we reviewed this data and discussed plans for 2011-2012, we considered possible root causes such as the effectiveness of first instruction by the classroom teachers in meeting students' learning needs and the fidelity of the implementation of our reading intervention programs. This level of achievement may have been the result of insufficient professional development. This is why we are continuing to provide more professional development on special education and ELL strategies to use in the regular classroom.

Based on our local school goals and our **Seven Keys for College Readiness** initiative from our district, we continue to work on increasing the number of students meeting the proficiency and advanced standard. The specific instructional steps to address the needs of these students are identified in our Reading Action Plan located in the Strategic Planning Section.

SIP Goal/Objective for Reading for FY 11:

Our school-wide goal to have 100% of Brookhaven students score proficient or above on the reading subtest of the 2012 administration of the MSA. Our essential goal is to have 95.3% of all subgroups meet and/or exceed the proficiency level for MSA.

Each grade level will reach the following grade level benchmarks in reading:

- Kindergarten: 100% at Level 5 with appropriate fluency and comprehension
- Grade 1: 100% at Level J with appropriate fluency and comprehension
- Grade 2: 100% at Level N with appropriate fluency and comprehension and 100% of the students reading at or above the 35th percentile on the Terra Nova
- Grade 3: 100% reading at quarterly benchmark with appropriate fluency and comprehension and 95.3% proficient or advanced on the MSA
- Grade 4: 100% reading at quarterly benchmark with appropriate fluency and comprehension and 95.3% proficient or advanced on the MSA
- Grade 5: 100% reading at quarterly benchmark with appropriate fluency and comprehension and 95.3% proficient or advanced on the MSA

MSA Reading Results FY 11 Table A

GROUP	AMO	TOTAL SCHOOL	GRADE 3	GRADE 4	GRADE 5
Overall	85.9%	83.2%	80.0%	85.5%	91.5%
Asian	85.9%	78.6%	*	100%	*
African-American	85.9%	82.4%	81.3%	81.3%	84.2%
White	85.9%	100%	*	*	*
Hispanic	85.9%	83.1%	77.8%	88.9%	95.2%
FARM	85.9%	82.4%	78.1%	85.7%	89.3%
Special Ed.	85.9%	54.5%	*	75.0%	60.0%
LEP	85.9%	73.6%	75.0%	72.7%	86.7%

* indicates fewer than 10 students in this category

STUDENTS SCORING ADVANCED ON 2011 MSA READING

Advanced Reading					
Grade 3 – 9.4%		Grade 4 – 13.2%		Grade 5 – 50%	
Af. American	3	Af. American	3	Af. American	8
Asian	*	Asian	*	Asian	*
Hispanic	1	Hispanic	3	Hispanic	13
White	*	White	*	White	*

*indicates fewer than 10 students in this category

2011 Terra Nova Reading Scores: Percentage of Students Reading At/Above 35th and 50th Percentiles

GROUP	Percentage At/Above 35th Percentile	Percentage At/Above 50th Percentile
Overall	74.1	50.0
Asian	66.7	75
African-American	73.7	53
White	66.7	67
Hispanic	60.7	41
FARM	63.9	50
Special Education	41.7	25
LEP	51.6	40

2011 Reading Levels at End of Year Table B
Percentage of Students Reading At or Above SIP Benchmark

GROUP	K / level 5	1	2	3	4	5
Overall	94%	48%	46%	83%	86%	59%
Asian	100.0%	40%	33%	80%	71%	67%
African-American	85%	46%	58%	88%	89%	62%
White	100%	100%	58%	100%	100%	75%
Hispanic	100%	43%	43%	79%	80%	52%
FARM	90%	42%	42%	84%	865	51%
Special Education	100%	0%	42%	0%	60%	11%
LEP	100%	42%	39%	76%	55%	33%

Summary of Attainment of Local School Reading Goals from SIP for FY 11 Table C

Objective	Results	Met/Not Met
Kindergarten: 100% at Level 5 with appropriate fluency and comprehension	94% met benchmark of Level 5	Not met
Grade 1: 100% at Level J with appropriate fluency and comprehension	48% met benchmark of Level J	Not met
Grade 2: 100% at Level N with appropriate fluency and comprehension	46% met benchmark of Level N	Not met
Grade 2: 100% of the students reading at or above the 35 th percentile on the Terra Nova	50% of students scored at/above 50 th percentile	Not met
Grade 3: 100% reading at quarterly benchmark (Level P)	83% met benchmark of Level P	Not met
Grade 3: 90.6%% proficient or advanced on the MSA	81% scored proficient or advanced on MSA	Not met
Grade 4: 100% reading at quarterly benchmark (Level S)	86% met benchmark of Level S-T	Not met
Grade 4: 90.6% proficient or advanced on the MSA	86% scored proficient or advanced on MSA	Not met
Grade 5: 100% reading at quarterly benchmark (Level V)	59% met benchmark of Level V-W	Not met
Grade 5: 90.6% proficient or advanced on the MSA	92% scored proficient or advanced on MSA	Met MSA target

MSA MATH DATA

Based on the analysis of disaggregated student data in math, we identified the following information to guide our school improvement efforts and drive our interventions both supportive and accelerative. The data statements below reflect the areas where growth is needed.

Grade 3 (current grade 4)

- 15.1% of the entire grade level scored at advanced
- 71.7% of the entire grade level scored at proficient
- 13.2% of the entire grade level scored at basic
- 12.5% of the African American subgroup scored at basic
- *28.6% of the Special Education subgroup scored at basic
- 14.3% of the English-language Learner subgroup scored at basic

Grade 4 (current grade 5)

- 30.9% of the entire grade level subgroup scored at advanced
- 51.5% of the entire grade level scored at proficient
- 16.1% of the entire grade level scored at basic
- *37.5% of the Special Education subgroup scored at basic
- 18.2% of the Limited English Proficient subgroup scored at basic
- 28.1% of African Americans subgroup scored at basic

***Based on the results of the Special Education subgroup, Brookhaven did not meet AYP.** As we reviewed this data and discussed plans for 2011-2012, we considered possible root causes such as, the effectiveness of first instruction by the classroom teachers in meeting students learning needs and the level of differentiated small group instruction within the math block. This may have been the result of insufficient professional development. This is why we are continuing to provide professional development that includes varied strategies to use in the regular classroom including a focus on critical thinking and math discourse within both whole group and small group instruction to meet the needs of our special education students. We will continue to make a concerted effort to increase the percentages of students moving from proficient to advanced (see Table 2 on Page 11).

SIP Goal/Objective:

By June 2012, students will demonstrate increased academic achievement in math as measured by:

- Increasing the percentage of all students meeting or exceeding MSA math standards to 90.8% (AMO FY13). Those subgroups that have already attained the 89.7% will increase proficiency by 2.5% (see Table 1 below)
- 100% of all students in grades 3-5 will score 75% or higher on Unit Formative Assessments
- 100% of all students will have partial or complete understanding on Number Relationship and Computation strand questions on Unit Assessments
- 45% of students in grades 3-5 will be instructed in an above grade level math setting

Percentage of Students Scoring Proficient or Advanced on 2011 MSA (Table 1)

GROUP	AMO	TOTAL SCHOOL	GRADE 3	GRADE 4	GRADE 5
Overall	84.5%	83.2	88.0	83.9	87.2
Asian	84.5%	85.7	*	100	*
African-American	84.5%	77.9	87.5	71.9	78.9
White	84.5%	100.0	*	*	*
Hispanic	84.5%	84.5	85.2	94.4	90.5
FARM	84.5%	80.6	87.5	81.0	82.1

Advanced Math MSA					
Grade 3 - 28%		Grade 4 – 41%		Grade 5 – 15%	
<i>Af. American</i>	4	<i>Af. American</i>	9	<i>Af. American</i>	3
<i>Asian</i>	*	<i>Asian</i>	*	<i>Asian</i>	*
<i>Hispanic</i>	2	<i>Hispanic</i>	5	<i>Hispanic</i>	8
<i>White</i>	*	<i>White</i>	*	<i>White</i>	*
Special Education	84.5%	45.5	*	62.5	60.0

*Indicates ten or fewer students in this category.

Results on Attainment of SIP Goals Math (Table 2)

Objective	Actual percentage	Subgroups that met
Grade 3: 89.7% proficient or advanced on MSA	83.2	Asian
Grade 4: 89.7% proficient or advanced on MSA	83.9	Asian, Hispanic
Grade 5: 89.7% proficient or advanced on MSA	87.2	Hispanic, LEP
Grade 1: 100% of students score > 75 % on unit	87.5	Asian, African-American, Hispanic, White, LEP
Grade 2: 100% of students score > 75 % on unit	82.1	African-American, Hispanic, White, LEP
Grade 3: 100% of students score > 75 % on unit	93.3	African-American, Hispanic, White, LEP
Grade 4: 100% of students score > 75 % on unit	46.9	
Grade 5: 100% of students score > 75 % on unit	51.4	Asian
Grade 1: 100% of students have part/full understanding of Number Reships and computation	84.8	
Grade 2: 100% of students have part/full understanding of Number Reships and computation	85.7	
Grade 3: 100% of students have part/full understanding of Number Reships and computation	94.4	
Grade 4: 100% of students have part/full understanding of Number Reships and computation	47.8	
Grade 5: 100% of students have part/full understanding of Number Reships and computation	64.8	
Grade 3: 45% of students in accelerated math	44.4	Asian African-American White
Grade 4: 45% of students in accelerated math	29.4	Asian White
Grade 5: 45% of students in accelerated math	35.2	Asian White

Our district has identified specific data points that will ensure student success and college readiness. One of the county benchmarks is to increase the acceleration for all fifth grade math students, preparing the students for higher level concepts present in middle and high school. In addition to the acceleration occurring within the Math 5 classroom a Math 6 class was created. We currently have 26% of our fifth grade students participating in a Math 6 class. The class composition based on the total numbers from our fifth grade is displayed in the table on the next page (12).

Subgroup	Students participating in Math 6	
Asian	3/6	50%
African American	10 / 21	47.6%
Hispanic	7 / 23	30.4%
White	2 / 4	50%

Data Analysis Process and Next Steps:

During the summer, Leadership Team and School Improvement Team met to review MSA, TN2, MAP-R, and local school data. This was accomplished through partner and small group work. In addition, resources from the Maryland Report Card and MdK12 website were utilized. Each group presented strengths and areas of concern which were then recorded and used to structure the school improvement plan and discussion. These same participants worked in committees to provide feedback and draft / revise action plans used for instruction focusing on math and reading programming emphasizing the subgroup data and identifying procedures for drilling down to individual student action steps. Both committees presented intervention and acceleration plans that specifically address the subgroups and/ or specific students who will be addressed based on the data. The reading and math committees are presently identifying the specific students to be addressed and the areas in math and reading that need direct attention in order to improve learning and mastery of objectives. During pre-service days, teachers were provided with the names of students that who had not attained grade level benchmarks. This is the “drilling down” process which will also be the focus for data meetings that are held by the administration and each classroom teacher. Team meetings are also a forum where student achievement is monitored and adjustments made in the support of academic intervention coaches in reading and math. Teachers maintain data notebooks that monitor reading, math, writing, and behavior. A local school monitoring tool is maintained electronically on the Teacher shared panel of the computer system. Monitoring tools are also included in these notebooks that address reading levels, BCRs in appropriate grade levels, math unit assessment data, and basic facts tools including the continuation of FASTT Math for this year. The specific tasks and actions based on these data points are designated on the action plans located on page 30.

FACULTY AND STAFF FOCUS

Our main concentration for professional development will be using a variety of resources that focus on the literacy needs of all learners with an emphasis on our English Language Learners and Special Education students. This will complement our continued focus on guided reading and writing.

. The following list identifies other focus areas gleaned from student data and teacher needs survey:

- Training/support on: strategies for meeting the needs of special education and LEP students in an inclusive setting.
- Academic intervention planning: use of Leveled Literacy Intervention(LLI) program for grades 1-3 and Read About program for grades 3-5 for targeted students not meeting standard
- Training/support on effective writing instruction using the Writers Workshop model and 6+1 Traits of Writing
- Reading/Writing support and training on the writing process and writing in response to reading.
- Scoring protocol: collaborative approach to scoring reading and writing assessments using the MSA rubric and analyze the data for instructional implications.
- Jacob's Ladder, Junior Great Books, William and Mary, and PADI: implementation of GT programming to increase student achievement and rigor in reading.

Based on our current data results the following subgroups will receive targeted support (Special Education, and English-Language Learners) in 2011-2012. Our teachers and paraeducators will engage in consistent small group instruction and monitoring that will focus on strategies to increase understanding of effective reading comprehension and fluency. The staff development teacher, and reading teacher, will collaborate to provide small focused group training for all instructional staff (professional and paraprofessional). The math support teacher will continue to work on enrichment and acceleration in the areas of number relationships and critical thinking which will translate in to problem solving indicators in the State Curriculum. The following focus activities will build capacity of staff in this effort:

- Continue the acceleration plan (by unit) to provide accelerated instruction for all students
- Provide support to develop and implement centers to target number relationships in primary classrooms
- Develop intervention plans for students not proficient on number relationships and computation strand questions on unit assessments
- Implement locally designed formative assessments in grades 3-5 that target knowledge of SC curriculum
- Collaboratively score SC formative assessments and develop intervention plans for students not proficient
- Continue with the Online Achievement Report System (OARS) initiated by MCPS for grades 1-5.
- Provide continued support to implement FASTT Math program

For the past several years, Brookhaven E.S. has included a Learning and Academics Disability (LAD) program which served special education students coming from our entire cluster in a self-contained environment. As of 2008-2009 this program has been changed to an inclusion program based on the decision of our district; our teachers completed their fourth year working with special education students in their classrooms and have expressed a need to continue additional training in the implementation of strategies to meet the needs of these students in an inclusion setting. This remains a focus topic for a fourth year. We are integrating this need through our Words Their Way for English Language Learners effort. Our lead resource teacher and focus teachers are also providing strategies as part of team level and extended day planning sessions. We are dedicating segments of staff meetings to utilize staff at each grade level to share successful strategies being implemented that address the needs of our special ed. and English Language Learners. Brief applications and demonstrations of techniques are shared by teachers as part of the agenda. This is building capacity of our staff

and extending collegial resources. **Professional development activities are also integrated in to the Reading and Math action plans. These activities are designated through italicized font.**

The Division of Title I Programs and the Office of Human Resources collaborated on the development of this plan to describe system wide and local school efforts to maintain and build capacity of highly qualified staff.

Highly Qualified Teachers Plan for Montgomery County Public Schools

Date: September 2011

School System Objective #1: To recruit, select, and retain highly qualified and certified teachers with a cadre of experiences that can address the diverse needs of the students enrolled in the Title I Schools.

Tasks	Office(s) Responsible	Time Line	Task Review Dates
1. Recruit and hire a cadre of certified and highly qualified teachers for Title I Schools	Office of Human Resources/Department of Staffing	Continuous	Monthly
2. Strive to fill vacancies from a broad-based and diverse candidate pool that includes balance in terms of gender, ethnicity, and experience	Office of Human Resources/Department of Staffing	August-June	April
3. Evaluate the credentials of applicants with experiences related to the needs of the students and conduct interviews by asking questions related to the needs of the students. Work cooperatively with principals to select applicants with the skills set that addresses the needs of the students Allow Title I principals to review new candidate files prior to other principals.	Office of Human Resources/Department of Staffing	November-April	Monthly; November-April
4. Monitor voluntary and involuntary transfers, substitute teachers and instructional assistant coverage for employee absences	Office of Human Resources/Department of Staffing	April-June	April-June

Continued – Page 2

Tasks	Office(s) Responsible	Time Line	Task Review Dates
5. Provide consulting teachers to each first-year teacher as part of a comprehensive teacher induction program.	Office of Organizational Development	August-June	January and June
6. Assign a staff development teacher to all schools to ensure that staff are supported in job-embedded professional development linked to the school improvement process.	Office of Organizational Development	August-June	January and June
7. Provide training to school teams on effective practices for coaching and supporting colleagues	Office of Organizational Development, Office of Curriculum and Instructional Programs	July-June	January and May
8. Provide job-embedded professional development linked to the School Improvement Plan	Office of Organizational Development, Department of Curriculum and Instruction	October-April	January-May
9. Provide best practices training for gifted and talented instructional strategies based on capacity of staff members.	SDT, Title I resources, with consultation from Office of Organizational Development, Enriched and Innovative Instruction	Based on need	September -May
10. The district will provide a “consulting teacher” for teachers new to the profession who will meet w/ them monthly. Experienced teachers new to the county will receive a peer mentor identified at their local school.	Office of Organizational Development,	August- May	September, November, January, and March

Highly Qualified Teachers Plan for Brookhaven Elementary School

Date: September 2011

School System Objective #1: To recruit, select, and retain highly qualified and certified teachers with a cadre of experiences that can address the diverse needs of the students enrolled in the Title I Schools.

Tasks	Person(s) Responsible	Time Line	Task Review Dates
1. Staff Development Teacher, Math Support Teachers, and Reading Specialist identify specific times to support teachers new to Brookhaven.	SDT, GT, Title I, Rdg Spec	Based on need	Quarterly in log books or plan books
2. "Run for The Roses" program where staff recognizes colleagues for contributions made to one another, the school, the community, and to students	Administration, SDT	Monthly at staff mtgs	First Mon of each month
3. Special education staff providing written planning ideas and one on one support to address needs of special education students in each classroom.	Special education staff	Quarter I , as needed	End of quarter I at IST
4. Provide job embedded staff development on the school improvement plan	SDT, Title I Spec, SIT	Quarterly	Title I notebook / quarterly
5. Staff Development Teacher, Math Support, and Reading Specialist identify specific times to provide customized training (1 on 1 or 2 on one) for teachers who need background information or strategies connected to current programming, in the event the staff member has not had that professional experience.	SDT, Math Support, GT, Title I, Rdg Spec	As needed-offered qtr I	In SDT log/ prof dev notebook/ Title I notebook
6. Staff development specialist, Assistant Principal, and Title I specialist will provide paraeducators a condensed version of staff development training provided for all staff.	SDT, Title I	quarterly	Prof dev notebook
7. "Brookhaven Bows" are documented in the weekly newsletter by the administration. These are recognition of staff efforts as well as above and beyond experiences.	Administration	monthly	School office documentation
8. Personal assistance w/ Prof Dev Online courses and PDP development by SDT	SDT	Qtr 1	PDP & Course reg docs
9. Initial training for teachers new to Brookhaven provided by SDT, counselor, reading specialist, and math support teachers	SDT, support staff,	Pre-service	Pre-service
10. Administrative team provides informal feedback notes following classroom visits and face to face feedback mini-meetings, upon request	Principal and Assistant Principal	Quarter I , as needed following this quarter	As needed

STRATEGIC PLANNING

- Baldrige Linkages Charts for Reading and Math
- Schoolwide Reform Strategies (Title I Component)
- Activities to Ensure that Under Performing Students Reach Proficient or Advanced (Title I Component)
- Action Plans for Reading and Math
- Increased Parent Involvement Action Plan (Title I Component)
- Climate Action Plan
- Plans for Assisting Pre-School Children in the Transition to Local Elementary School (Title I Component)
- Coordination and Integration of Federal, State, and Local Funds (Title I Component)

Extended Version: Baldrige Linkages Chart:

READING LEADERSHIP

As a Professional Learning Community and in keeping with our Vision and Mission belief to provide students with opportunities to achieve in a learning environment that values and challenges all students, we have chosen a goal that reflects that core belief:

100% of our students will attain the grade level benchmark in reading for their respective grade.

The Leadership Team, which represents all Brookhaven stakeholders, will communicate the expectations, goals, and mission through which we will improve student achievement by:

- * Team planning sessions
- * Staff meetings /High Quality on-going Professional development
- * Teacher-parent conferences
- * Curriculum nights
- *Title I Parent Meetings
- * Data chats
- * Weekly communication (principal’s letter, Friday Folders)
- * Back-to-School Night
- * Student Data Notebooks

<u>STUDENT AND STAKEHOLDER FOCUS</u>	<u>FACULTY AND STAFF FOCUS</u>	<u>PERFORMANCE RESULTS</u>	<u>MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT</u>
<p>(Title I #1) Based on the analysis of MSA disaggregated student data the following was revealed as areas of need: Grade 3 (current grade 4) 75% of LEP subgroup met A.M.O. 81.3% of AA subgroup met A.M.O. 77.8% of Hispanic subgroup met A.M.O. In order to ensure that all subgroups meet the 2012 (90.6%) A.M.O. the above subgroups will be closely monitored Grade 4 (current grade 5) 72.7% of LEP subgroup met A.M.O through Safe Harbor 75% of Special Ed. subgroup met A.M.O. through Safe Harbor In order to ensure that all subgroups meet the 2012 (90.6%) A.M.O. the following subgroups will be closely monitored: 54.5% Special Ed. 73.6% LEP Based on the analysis of TN2 disaggregated student data the following areas of need were revealed: Grade 2 (current grade 3) 40% of LEP/ESOL students met/exceeded 50%NCE on TN2 41% of Hispanic students met/exceeded 50%NCE on TN2 25% of Special Ed. met/exceeded 50% NCE on TN2</p>	<p>(Title I #3, 4, 5) Based on trend data results of our ELL and Special Education students the following areas will serve as our prof. dev. focus for 11-12</p> <ul style="list-style-type: none"> • Continued training/support on: strategies for meeting the needs of special education and ELL students in the classroom • Training/support on effective writing instruction using the Writer’s Workshop model and 6+1 Traits of Writing • Continued Reading support on writing in response to reading • Jacob’s Ladder, Junior Great Books and William and Mary and PADI: implementation of GT programming to increase student achievement and rigor in reading. 	<p>(Title I #9) Current: 10-11 Reading 85.9% *See attached tables A, B, C, D AMO for FY2012 Reading: 90.6%</p>	<p>(Title I #8)</p> <ul style="list-style-type: none"> • Fall, Winter, Spring: MCPSAP-PR Assessment(K-2) • MAP-R(Fall,Winter, Spring) • Fountas & Pinnell Assessment (3-5) • Monthly data chats between teachers and administration regarding formative assessments • Monitoring tools developed through collaboration of classroom teachers and IST. • Student work samples, including reading response logs • Formative assessments: For progress monitoring based on what is outlined in MCPS Grading and Reporting for standards-based report card for grades 1-5 • All teachers will submit monthly reading, fluency and comprehension levels on students. • Informal reading assessment checklist (primary mClass progress monitoring) • Walk-throughs • Observations, formal and informal

STRATEGIC PLANNING

(Title I #2, 10)

During the 2011-2012 year Brookhaven E.S. will demonstrate increased reading *proficiency as measured by grade-level performance assessments*.

Our MSA goal is for 100% (within the confidence interval) of grades 3, 4 and 5 students, including all subgroups represented in our school, demonstrating proficiency or advanced performance in reading. This is in alignment with our core value of high expectations for all Brookhaven students.

We will use the AMO goals established by the MSDE FY13 of 95.3% for 2012 to chart our progress on MSA reading.

Measurable goals for 11-12 using AMO targets for FY13:

Grade 2 (current grade 3)

Based on TN2and benchmark reading data results;

Number of African-American students needing direct reading intervention to meet the SIP goal (5 students)

Number of Hispanic students needing direct reading intervention to meet the SIP goal (11 students)

Number of Free/Reduced Meals students needing direct reading intervention to meet the SIP goal (13 students)

Number of LEP students needing direct reading intervention to meet the SIP goal (15 students)

Number of Special Education students needing direct reading intervention to meet the SIP goal (7 students)

All other subgroups need to be closely monitored to ensure they maintain or exceed the same rate of progress in reading in order to meet the AMO on MSA for '12

Grade 3 (current grade 4):

Based on MSA and benchmark reading data results:

Number of African-American students needing to move from basic to proficient (3students)

Number of Hispanic students needing to move from basic to proficient (6 students)

Number of Free/Reduced Meals students needing to move from basic to proficient (7 students)

Number from ELL subgroup will move from basic to proficient (7 students)

Number from Special Education subgroup will move from basic to proficient (2 students)

10% of the entire grade will move from proficient to advanced (4students)

Grade 4 (current grade 5)

Based on MSA and benchmark reading data results:

Number of African-American students needing to move from basic to proficient (6 students)

Number of Hispanic students needing to move from basic to proficient (2 students)

Number of Free/Reduced Meals students needing to move from basic to proficient (6 students)

Number from Special Education subgroup will move from basic to proficient (2 students)

Number from ELL subgroup will move from basic to proficient (6 students)

~100% of students in kindergarten, grade 1 and grade 2 will meet or exceed the grade level benchmarks outlined in our plan as measured on the spring administration of MCPS-PR Assessment.

100% of grade 2 students will score at 35th percentile or above on TN2 .

PROCESS MANAGEMENT

(Title I # 6, 7, 9)

Goals will be accomplished through data analysis, strategic team planning and instruction, monitoring of instructional program and interventions.

Planning: Teams will develop quarterly unit plans using concept maps, develop weekly formative assessments, utilize daily planning sheets and establish consistent standards for proficiency.

Instruction: Instruction focuses on deep understanding through use of concept maps, visuals, activators and summarizers, and increased student interaction. Instruction will include strategies to increase Special Ed, and ELL learner participation, language and vocabulary acquisition and communicate high expectations.

Every student in grades K~5 will receive small group guided reading.

Monitoring: Teams meet weekly to determine which students are not reaching proficiency on the formative assessments.

Grade level teachers will maintain monitoring tools that record levels of proficiency on grade level formative assessments in reading, writing, and math. Reading assessments will be done monthly and the writing assessment will be done twice per quarter. Leadership Team will review this data in summary on a quarterly basis

Intervention: Specific student needs will be identified through various assessment measures. Students identified as reading one and one-half to two years below grade level will receive LLI as an intervention in grades 1-3 and the Read About for grades 3-5. Interventions will be implemented and monitored utilizing the classroom teacher, the paraeducator, and the assigned AIT to provide reading instruction and previewing to ensure that all students' literacy needs are met in order to reach proficiency.

PERFORMANCE RESULTS : TREND DATA

MSA Trend Data by Subgroup Table D
Reading

	2005	2006	2007	2008	2009	2010	2011	AMO for 2012
Overall	73.7	65.8	68.5	80.0	81.1	77.8	83.2	90.6%
Asian	84.6	84.6	68.4	78.6	60.0	80.0	78.6	90.6%
African-American	78.7	72.9	76.3	85.7	90.0	79.7	82.4	90.6%
White	76.2	69.2	78.3	75.0	85.7	88.9	100	90.6%
Hispanic	61.9	52.6	57.4	75.0	77.0	73.9	83.1	90.6%
FARM	67.1	62.8	60.0	73.6	76.6	76.3	82.4	90.6%
Special Education	26.9	31.3	43.8	60.0	51.7	50.0	73.6	90.6%
LEP	42.3	34.2	52.8	63.2	68.3	67.1	54.5	90.6%

Extended Version : Baldrige Linkages Categories: Math

LEADERSHIP

As a Professional Learning Community and in keeping with our Vision and Mission belief our goal is to provide students with opportunities to achieve in a learning environment that values and challenges all students every day.

The Leadership Team, which represents all Brookhaven stakeholders, will communicate the expectations, goals, and mission through which we will improve student achievement by:

- * Team planning sessions
- * Title I Parent Meetings
- * Staff Meetings / High Quality on-going Professional Development
- * Teacher-parent conferences

STUDENT AND STAKEHOLDER FOCUS

Based on an in depth analysis of disaggregated data by subgroup. We found:
Grade 2 (Current Grade 3):
46% of LEP/ESOL students met/exceeded 50%NCE
45% of Hispanic students met/exceeded 50%NCE
17% of Special Ed. students met/exceed 50% NCE
Grade 3 (current grade 4)
85.7% of LEP subgroup proficient/advanced on MSA
Grade 4 (current grade 5)
In order to ensure that all subgroups meet the 2012 (89.7%) A.M.O. the following subgroups will be closely monitored:
62.5% of Special Ed. subgroup proficient/advanced on MSA
81.8% of ELL subgroup proficient/advanced on MSA

FACULTY AND STAFF FOCUS

- Teachers K-5 will provide acceleration and re-teaching in small group instruction within the classroom to meet the needs of all students
- Continue to analyze gathered data and regroup students into accelerated groups to provide more differentiated instruction and access to above-grade-level curriculum. (Grades 3-5)
- Teachers will be provided with training and on-going support on effective ways to incorporate problem solving strategies into daily instruction to support critical thinking.
- Identify and provide FASTT Math for 3-5 grade students that require additional support in basic facts fluency.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Unit Assessment Data
- Data from Number Relationship strand questions from Unit Assessments
- Grade level formative assessments: Number relationships assessments in Kindergarten, Grading and Reporting Tasks for grades 1-5, SC formative assessments in grades 3-5
- Intervention plans for students not proficient (grade level team meeting notes)
- Monthly data chats between teachers and administration
- Observations, formal and informal

PERFORMANCE RESULTS

See table 1, 2, 3

AMO for FY12:
Math: 89.7%

STRATEGIC PLANNING

By June 2012, students will demonstrate increased academic achievement in math as measured by:

- Increasing the percentage of all students meeting or exceeding MSA math standards to 89.7% Those subgroups that have already attained the 89.7% will increase proficiency level by 2.5%.
- 100% of all students will score 75% or higher on Unit Formative Assessments
- 100% of all students will have partial or complete understanding on Number Relationship and Computation strand questions on Unit Assessments
- 45% of students in grades 3-5 will be instructed in an above grade level math setting

Measurable goals for 11-12:

Grade 2 (current grade 3)

Based on TN2and benchmark math data results;

Number of Limited English Proficient students needing direct math instruction/ intervention to meet the SIP goal (18 students)

Number of Hispanic subgroup needing direct math instruction/ intervention to meet the SIP goal 15 students)

Grade 3 (current grade 4):

Based on MSA and benchmark math data results:

All subgroups except Special Education have met or exceeded AMO target for 2011 therefore we will focus on movement from proficient to advanced.

Number of Special Education students needing direct math intervention to meet the SIP/AMO goal (2 students)

10% of each subgroup will move from proficient to advanced (6 students total)

Grade 4 (current grade 5)

Based on MSA and benchmark math data results:

Number from Special Education subgroup will move from basic to proficient (3 students)

Number from ELL subgroup will move from basic to proficient (3 students)

Number from ELL subgroup will move from proficient to advanced (2 students)

All other subgroups will continue to be monitored to ensure they maintain or exceed the same rate of progress in math in order to meet the SIP goal

PROCESS MANAGEMENT

Planning: Teams will develop unit plans using concept maps, develop formative assessments that focus on SC, and establish consistent standards for proficiency.

Instruction: Instruction focuses on deep understanding through use of concept maps, visuals, activators and summarizers, and increased student discourse.

Monitoring: Teams meet weekly to determine which students are not reaching proficiency on the formative assessments and develop intervention plans for students.

Grade level teachers will maintain monitoring tools that record formative assessment scores and quarterly BCR assessments. Leadership Team will review this data in summary on a quarterly basis.

Intervention: Specific student needs will be identified through SC formative assessments, Number Relationship questions on unit assessments in grades 3-5 and other assessment measures. Interventions will be planned utilizing the classroom teacher, the paraeducator, and the assigned AIT to provide interventions and previewing to ensure that all students reach proficiency.

3	67.9%	73.7%	89.1%	65.7%	75.6%	80.8%	89.3%	79.4%
4	NA	70.2%	82.5%	82.5%	74.6%	87.8%	86.8%	79.4%
5	40.4%	46.8%	75.0%	69.8%	81.0%	79.3%	83.0%	79.4%

Performance Results**Table 3: Math MSA Trend Data by Grade**

Grade	Percentage Meeting Standard in FY 04	Percentage Meeting Standard in FY 05	Percentage Meeting Standard in FY 06	Percentage Meeting Standard in FY 07	Percentage Meeting Standard in FY 08	Percentage Meeting Standard in FY 09	Percentage Meeting Standard in FY 10	Percentage Meeting Standard in FY 11	AMO for FY 12
3	73.7%	89.1%	65.7%	75.6%	80.8%	89.3%	89.5%	88.05	89.7%
4	70.2%	82.5%	82.5%	74.6%	87.8%	86.8%	91.1%	83.9%	89.7%
5	46.8%	75.0%	69.8%	81.0%	79.3%	83.0%	92.0%	87.2%	89.7%

STRATEGIC PLANNING

Reading

Our MSA goal is for 100% (within the confidence interval) of grades 3, 4 and 5 students, including all subgroups represented in our school, to demonstrate proficient or advanced performance in reading. This is in alignment with our core value of high expectations for all Brookhaven students. Based on student and stakeholder needs our measurable priority school improvement goals for reading are listed below:

Measurable goals for 2011-2012 using AMO targets for FY13:

Grade 2 (current grade 3)

Based on TN2 and benchmark reading data results;

Number of LEP students needing direct reading intervention to meet the SIP goal (19 students)

Number of Special Education students needing direct reading intervention to meet the SIP goal (7 students)

All other subgroups need to be closely monitored to ensure they maintain or exceed the same rate of progress in reading in order to meet the AMO on MSA for '12

Grade 3 (current grade 4):

Based on MSA and benchmark reading data results:

Number from ELL subgroup will move from basic to proficient (7 students)

Number from Special Education subgroup will move from basic to proficient (2 students)

10% of the entire grade will move from proficient to advanced (5 students)

Grade 4 (current grade 5)

Based on MSA and benchmark reading data results:

Number from Special Education subgroup will move from basic to proficient (4 students)

Number from ELL subgroup will move from basic to proficient (9 students)

~100% of students in kindergarten, grade 1 and grade 2 will meet or exceed the grade level benchmarks outlined in our plan as measured on the spring administration of MCPS-PR Assessment.

100% of grade 2 students will score at 35th percentile or above on TN2 .

Based on the above goals, the following research based programs are currently being implemented in our school and strengthen our core academic program for reading to address needs of all students with specific focus on subgroups needing support to ensure they meet proficiency standards or above:

Early Success Initiative: The Early Success Initiative, a comprehensive early literacy program composed of multiple components, has been the central focus of an intensive in-depth study since the 1999-2000 school year. Designed as a multi-faceted effort to improve the reading performance of elementary school students in MCPS, the Early Success Initiative has included three significant components: 1) class size reduction in kindergarten, first and second grades; 2) increased time in their classrooms for uninterrupted reading instruction; and 3) staff development in a balanced literacy approach to reading instruction.

The strength of this Early Success initiative lies not only in the research-based support for the effectiveness of each of these components taken alone, but most importantly in the commitment on the part of MCPS to undertake the challenging task of implementing an integration of all three components in kindergarten, first and second grade classrooms. The cornerstone of this program is the integration of all areas of balanced literacy and a commitment to guided reading for every child every day.

Curriculum 2.0

The MCPS Curriculum 2.0 nurtures skills that build confidence and success. It integrates thinking, reasoning and creativity for a lifetime of learning. It develops students' critical and creative thinking skills, as well as essential academic success skills. It engages students beyond reading and math, to spark greater interest in science, social studies, information literacy, art, music, physical education and health. By blending these subjects with the core content areas, students will receive robust, engaging instruction across all subjects in the early grades and build a stronger academic foundation.

Intermediate Reading for grades 3-5: All teachers use the district instructional program guide which is based on a comprehensive literacy program that emphasizes small group reading to reinforce the skills needed to read to learn and provide intervention for any student who is still working on foundational skill gaps or needs comprehension reinforcement.

Words Their Way with English Learners by Baer, Invernizzi, Templeton, and Johnston is a developmentally driven instructional approach providing an integrated way to teach phonics vocabulary and spelling to improve literacy skills. This research based approach builds on a proven framework of assessments and instruction that addresses the needs and strengths of students with oral and perhaps written skills in a language other than English. The emphasis is on learning to build vocabulary, spelling and word recognition skills in English language learners and special needs students. The following list identifies other focus areas gleaned from student data and teacher needs survey:

Jan Richardson Small Extra Group Guided Reading Model: This is a research based model developed by Dr. Jan Richardson which identifies strategies specific to reading, providing diagnostic information based on running record assessments. Specific strategies are correlated to reading errors and instructional moves put in place by the teacher in order to address any reading deficiency exhibited by a student.

Program of Assessment, Diagnosis, and Instruction (PADI): The program focuses on early recognition of intellectual potential. It is designed to promote the academic and critical thinking skills of students in Title I schools. A diagnostic battery that focuses on reasoning, problem solving, and creativity is administered to all kindergarten and/or Grade 1 students. Once this potential is recognized, teachers are trained to nurture and extend the abilities of these students. Students routinely participate in strategies that are cognitively challenging. Students become more effective learners as a result of this instruction. The staff development teacher is introducing the primary team to this program through classroom modeling and professional development days where they will observe in PADI classrooms staffed with veteran PADI teachers.

Jacob's Ladder : This reading comprehension program is used to provide instructional scaffolding for students through the use of specified readings from certain genres. This program enables students to move through an inquiry process progressing from basic understanding to critical analysis of text.

The William and Mary Reading/Language Arts Program: The program was developed by the Center for Gifted Education at the College of William and Mary specifically to meet the needs of high ability students. The program includes a series of curriculum units designed to challenge students to read advanced texts and perform a variety of tasks centered on the theme of change. The literature and tasks increase in complexity as students move from one grade to the next. Through consistent use of the curriculum's specific teaching models, students build competence in reading, writing and thinking. In class the students read and discuss short pieces of literature – poems, short stories, speeches, and essays. They keep a response journal to clarify thinking and to help prepare for written and oral assignments. Students respond to the literature and think critically about it by analyzing ideas, vocabulary, and structure. The units include reading and research activities that require work outside of class, and students may need support in the classroom and at home. Instruction focuses on active learning, problem solving, research, and critical thinking. In addition to receiving direct instruction, students are encouraged to work individually and in small groups. The use of rubrics to evaluate work is a strong component. A pre/post-test assesses progress made in the areas of literature, grammar and writing; students maintain a writing portfolio that documents growth in writing; and a number of projects are assessed through three perspectives – self, peer, and teacher. In MCPS highly able students participate fully in the William and Mary Curriculum. Instruction includes the sequence of lessons and full integration of the reasoning and research components. All students in MCPS participate in partial implementation of the William and Mary Curriculum through consistent application of the teaching models along with selected readings and lessons from the units.

Our plan includes a variety of programs and activities **to ensure the under-performing students meet proficient or advanced standards**. The following research-based programs specifically address the needs of underperforming students:

Early Success Initiative and Intermediate Reading Instruction:

All grade levels have a 90 minute reading block which ensures that all underperforming students will have a small group guided reading experience a minimum of once per day. This will be focused upon learning to read and comprehend text in order to respond appropriately verbally and in writing. This was a renewed focus for our school in 2009-10 and based on the positive results will continue as an area for monitoring professional development and student data.

Words Their Way with English Learners by Baer, Invernizzi, Templeton, and Johnston

This resource builds on the needs and strengths of students with oral and written skills. It provides targeted, hand-on –practice with a new language, helping students master English. The activities explore specific linguistic features and present meaningful ways to teach students written English, providing students with the skills to predict word meaning through spelling.

Jan Richardson Small Extra Group Guided Reading Model:

This is a supplemental model for reading strategies designed to meet the needs of students in grades 2-5 who exhibit gaps in the process of reading or their reading response. These students will receive an additional brief small group guided reading group that hones in on their specific need. These needs are diagnosed through running record, vocabulary, and comprehension response data.

Program of Assessment, Diagnosis, and Instruction (PADI):

The strategies/ exemplars that structure this program provide underperforming students with critical thinking skills that are reinforced through creative repeated practice. These exemplars stimulate thinking and questioning which is verbalized and then transitions in to placing ideas in to a written format. Teachers can use these exemplars in reading, math, science, and social studies so the framework can be transferred to any content.

The Leveled Literacy Intervention System:

LLI is a scientifically-based system that is designed to prevent literacy difficulties. It is designed to supplement the small-group instruction that children receive in the classroom. This short-term intervention system is also designed to bring children to grade level performance in about twelve to twenty weeks. Daily lessons are provided to assure reinforcement of new learning and to support accelerated progress. The lessons provide instruction in reading, writing, and phonics/word study.

Read About:

ReadAbout is a research-based software system that uses anchored instruction, differentiated instruction, motivation and continuous assessment to improve reading comprehension. This system provides high-interest reading choices, engaging video clips, corrective feedback, personalized instruction, and unique digital rewards to keep students fully engaged and helping them develop the skills they need to become effective readers. The program teaches comprehension skills and strategies, vocabulary and content area knowledge using high interest, appropriately leveled non-fiction text.

Jacob's Ladder: This program uses specific reading materials and questioning techniques to scaffold thinking for students. The related activities provide students an opportunity to listen, respond, interact, and work with supports to become comfortable with the use of higher order thinking skills. As students become more familiar with these lessons, the intent is that they will integrate creative thinking in to their own student responses and academic work.

All students who are under-performing in an area of reading are closely monitored by the classroom teacher, reading specialist, academic intervention teachers, and paraeducators in order to ensure that supports are put in place in all facets of the literacy block. These are students whose status is addressed during team meeting conversations and data chats in order that all staff is working in tandem to assist the student in mastering skills needed to meet standards of proficiency and beyond!

Action Plan

The following action plan for reading designates the tasks that are connected to these large scale programs and address the needs of all students with activities specific to those who are currently underperforming as they work towards proficiency. The specific tasks connected to these core programs for reading are identified in the reading action plan. In addition, we have implemented extended common planning periods where teachers examine formative assessment data and develop weekly intervention plans for students not meeting current instructional targets. Teachers collaborate with content-based focus support staff to compare data and determine most effective strategies and follow up instruction and grouping to meet targets. (Pages 28-29)

READING Action Plan

Items listed in the action plan that are italicized designate professional development

School: Brookhaven ES

Date: REVISED FOR 2011-2012

Review Date:

SIP Goal/Objective (Annual Measurable Objective (AMO) 2012): Our school-wide goal to have 100% of Brookhaven students to score proficient or advanced on the reading subtest of the 2011 administration of the MSA. Our essential goal is to have 95.3% of all subgroups meet and/or exceed the proficiency level for MSA.

Each grade level will reach the following grade level benchmarks in reading:

- Kindergarten: 100% at Level 5
- Grade 1: 100% at Level J with fluency and comprehension
- Grade 2: 100% at Level N with fluency and comprehension and 100% of the students reading at or above the 50th percentile on the Terra Nova
- Grade 3: 95.3% Proficient or advanced on the MSA and 100% reading at quarterly benchmark with appropriate fluency and comprehension
- Grade 4: 95.3% Proficient or advanced on the MSA and 100% reading at quarterly benchmark with appropriate fluency and comprehension
- Grade 5: 95.3% Proficient or advanced on the MSA and 100% reading at quarterly benchmark with appropriate fluency and comprehension

Action Timeline	Person(s) Responsible	Resources Needed	Evidence of Implementation (monitoring tools)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
All students on and below benchmark will receive small group guided reading instruction for 15 - 20 minutes every day to monitor fluency, response to reading, student discourse, comprehension goals and benchmark attainment levels.	<ul style="list-style-type: none"> • Classroom teachers • AITs, • ESOL teachers 	<ul style="list-style-type: none"> • Instructional materials • Coaching by reading specialist 	<ul style="list-style-type: none"> • Plan books • Reading level fluency scores, Reading levels • Notes from informal classroom visits and formal observations • Walk-Throughs 	<ul style="list-style-type: none"> • Bi-weekly review by administrators 	
During guided reading and whole group instruction teachers will imbed critical thinking skills (synthesis, application and evaluation) to improve students' reading comprehension.	<ul style="list-style-type: none"> • Classroom teachers, AITs, ESOL teachers, • Reading specialist 	<ul style="list-style-type: none"> • SDT • Reading specialist • AIT • Teacher-made assessments • Leveled readers • Training in teaching critical thinking strategies, including through Curriculum 2.0 	<ul style="list-style-type: none"> • Plan books • Data notebooks • Student work • Notes from informal classroom visits and formal observations • Walk-Throughs 	<ul style="list-style-type: none"> ▪ Informal observations 	

Action Timeline	Person(s) Responsible	Resources Needed	Evidence of Implementation (monitoring tools)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Selected students, including ELL and Special Education students, identified as one and one-half to two years below benchmark will receive the interventions of Leveled Literacy Intervention or Read About	<ul style="list-style-type: none"> • Reading Specialist • AITs, • Selected paraeducators 	<ul style="list-style-type: none"> • LLI • Read About 	<ul style="list-style-type: none"> • SRI • Data Reports • Running Records • Mclass scores • MAP-R scores 	<ul style="list-style-type: none"> • Weekly by AITs • Monthly by Reading Specialist 	
<i>Teachers and paraeducators will be provided with training and on-going support on effective ways/strategies to improve the academic achievement of special education and ELL students in the regular classroom</i>	<ul style="list-style-type: none"> • Special Ed teachers • SDT • Central Office Support 	<ul style="list-style-type: none"> • Spec Education Office/ Instructional Specialist • Special Ed. and ESOL teachers • ESOL Instructional Specialist 	<ul style="list-style-type: none"> • Staff agendas • Team planning agendas • Evaluations • Sign in sheets • Walk-Throughs 	<ul style="list-style-type: none"> • Informal observations by administrators 	
<i>Teachers will be provided with training and on-going support on the components of the Writers Workshop model and 6+1Traits of writing</i>	<ul style="list-style-type: none"> • Reading Specialist • SDT • OCIP instructional specialist 	<ul style="list-style-type: none"> • Writers Workshop model • 6+1Traits kits • MCPS system resources 	<ul style="list-style-type: none"> • Writing samples • Observations • Data chats • Team planning • Walk-throughs 	<ul style="list-style-type: none"> • Monthly informal observations by IST members 	
<i>Teachers will be provided with training and ongoing support in the reading/writing connection: writing in response to reading across the curriculum</i>	<ul style="list-style-type: none"> • Reading specialist • SDT • Math Support Teacher 	<ul style="list-style-type: none"> • MCPS resources • ESOL teachers • Curriculum 2.0 	<ul style="list-style-type: none"> • Writing samples • Observations • Data chats • Team planning • Walk-throughs 	<ul style="list-style-type: none"> • Monthly informal observations by IST members 	
Grade level teams will identify a limited number of critical learning objectives and develop formative assessments to monitor student mastery of these objectives	<ul style="list-style-type: none"> • Grade level teams • Reading specialist • SDT 	<ul style="list-style-type: none"> • Curriculum 2.0 and MCPS Instructional Guides • Reading specialist • SDT 	<ul style="list-style-type: none"> • Sets of formative assessments • Data on results of those assessments 	<ul style="list-style-type: none"> • Twice per marking period by administrators and IST members 	

Action Timeline	Person(s) Responsible	Resources Needed	Evidence of Implementation (monitoring tools)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Provide reading intervention to selected LAD students using the Early Intervention in Reading (k-2) and Fast Track (3-5) reading programs.	<ul style="list-style-type: none"> • LAD teachers • Reading specialist 	<ul style="list-style-type: none"> • Training provided by MCPS • Intervention materials • Reading specialist • Special education instructional specialist 	<ul style="list-style-type: none"> • Lesson plan sheets, data on students' progress 	<ul style="list-style-type: none"> • Twice per marking period by administrators and reading specialist 	

STRATEGIC PLANNING

Math

Our MSA goal is for 100% (within the confidence interval) of grades 3, 4 and 5 students, including all subgroups represented in our school, demonstrating proficiency or advanced performance in math. This is in alignment with our core value of high expectations for all Brookhaven students.

Measurable goals for 11-12:

Grade 2 (current grade 3)

Based on TN2and benchmark math data results;

Number of Limited English Proficient students needing direct math instruction/ intervention to meet the SIP goal (18 students)

Number of Hispanic subgroup needing direct math instruction/ intervention to meet the SIP goal (15 students)

Grade 3 (current grade 4):

Based on MSA and benchmark math data results:

All subgroups have met or exceeded AMO target for 2012 therefore we will focus on movement from proficient to advanced

10% of each subgroup will move from proficient to advanced (6 students total)

Grade 4 (current grade 5)

Based on MSA and benchmark math data results:

Number from Special Education subgroup will move from basic to proficient (2 students)

Number from Limited English Proficient subgroup will move from basic to proficient (3 students)

Number from ELL subgroup will move from proficient to advanced (2 students)

All other subgroups will continue to be monitored to ensure they maintain or exceed the same rate of progress in math in order to meet the SIP goal

Based on the SIP goals, the following research-based programs are currently being implemented in our school and strengthen our core academic program for mathematics so as to address needs of all students with specific focus on subgroups needing support to ensure they meet proficiency standards or above:

Harcourt Math: Harcourt Math is a research-based and comprehensive math program for Pre-K through Grade 6. It was written to provide thorough coverage of state and national standards and to provide teachers the flexibility to customize the program for state and local courses of study. Harcourt Math was designed to help build conceptual understanding, skill proficiency, problem solving facility, and logical reasoning while carefully developing concepts within and across the mathematics strands. It includes focused instruction on key skills, practice for mastery and retention, comprehensive assessment and targeted intervention. Research findings indicate statistically significant gains in scores on all of the units taught from Grades 1-5 after each unit of instruction was taught.

Math 6 – Montgomery County Public Schools: Math 6 is an accelerated program that prepares students to successfully complete Algebra 1 in eighth grade. Math 6 moves students from concrete to abstract thinking.

FASTT Math: stands for Fluency and Automaticity through Systematic Teaching with technology. This program delivers individualized instruction and practice that helps students develop automatic recall of basic math facts from numbers 0-9 or 0-12. In addition, the *Fact Fluency Foundations Guide* provides instruction in number sense and operations for those students who lack a foundation in basic math concepts. FASTT Math employs a proven approach called “expanding recall” to help students move newly acquired math facts from working to long-term memory. No more than three new facts are introduced during any given 10-minute session. Students practice holding new facts longer and longer in working memory until they make the leap to automatic retrieval.

Calendar Math: This is an interactive K-5 supplemental mathematics program that is designed to capitalize on daily student based discussions which foster children’s mathematical competence and confidence. The emphasis on verbal communication is essential for the needs of our English-language Learners. The program focuses on on-going assessment questions which are similar to prompts. Time is provided to encourage children to verbalize their observations about the math experiences in which they are participating and the concepts that structure their learning.

Our plan includes a variety of programs and activities **to ensure the under-performing students meet proficient or advanced standards**. The following instructional and research-based programs specifically address the needs of under-performing students:

MCPS Mathematics Curriculum and Assessment System/ Harcourt Math:

The instructional guides developed for each grade level include reteaching and supplemental strategies for every content strand. These guides were developed from the NCTM standards that served as the cornerstones for the format of these guides. The Harcourt Math program is utilized as the focus text for the implementation of these lessons.

FASTT Math:

In order for students to be successful in many of our content strands, they need to have internalized math computation skills and the foundational concepts of number sense and meaning. This program provides a motivational use of technology for this to be accomplished. A friendly tracking system allows our teachers and students to monitor their progress and set goals as well.

Additional Math Support

In addition, our math content coach works during our math block at all grade levels based on the needs of the classes. There is a rotation of support depending on the content standard and indicators on which a grade level is focusing. Math support may be provided within the math block or supplemental groups may occur at other points in the day that do not impact core content instruction. Our pre assessment and formative data serves to inform the teams as to whether specific support is necessary during a math unit.

Action Plan

The following action plan for math designates the tasks that are connected to these large scale programs and address the needs of all students with activities specific to those who are currently underperforming as they work towards proficiency. (page 32)

In addition, we have implemented extended common planning periods where teachers examine formative assessment data and develop weekly intervention plans for students not meeting current instructional targets. Teachers collaborate with content-based focus support staff to compare data and determine most effective strategies and follow up instruction and grouping to meet targets.

Mathematics Action Plan

Items listed in the action plan that are italicized designate professional development

School: Brookhaven ES

Department: Math

Date: September 2011

SIP Goal/Objective (Annual Measurable Objective (AMO) 2012): By June 2012, students will demonstrate increased academic achievement in math as measured by:

- Increasing the percentage of all students meeting or exceeding MSA math standards to 94.8% (AMO 2013) Those subgroups that have already attained the 94.8% will increase proficiency by 2.5% (see Table 2)
- 100% of all students will score 75% or higher on Unit Summative Assessments
- 100% of all students will have partial or complete understanding on Number Relationship and Computation strand questions on Unit Assessments

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Evidence of Implementation (monitoring tools)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Teachers K-5 will provide effective differentiated instruction in small groups within the classroom to meet the needs of all students	<ul style="list-style-type: none"> • Classroom Teachers • Math Support teacher • <i>Special education teachers</i> 	<ul style="list-style-type: none"> • Unit Assessment Reports • Formative assessments 	<ul style="list-style-type: none"> • data –spread sheets • monitoring tool • Team notes • Walk throughs 	<ul style="list-style-type: none"> • Weekly by teams • Monthly by administrators • Quarterly by Leadership Team 	
<i>Teachers will be provided with training and on-going support on effective ways to increase math discourse and incorporate problem solving strategies into daily instruction to support critical thinking.</i>	Math support teacher, SDT Classroom teachers	<ul style="list-style-type: none"> • MCPS Resources • Math Forum 	<ul style="list-style-type: none"> • Staff agenda, agenda notes • Team planning • Team notes 	<ul style="list-style-type: none"> • Monthly by informal and formal staff feedback 	
Teachers will incorporate explicit instruction on math discourse utilizing the “Five Talk Moves” to address the needs of our special education students and ELL students	Math support teacher, SDT <ul style="list-style-type: none"> • Classroom teachers • Special education teachers 	<ul style="list-style-type: none"> • MCPS Resources • Math Forum • Resources from Mathematical Discourse: “Five Talk Move”TM • ESOL teachers • Special education paraeducators 	<ul style="list-style-type: none"> • Team planning • Formal and informal observation 	<ul style="list-style-type: none"> • Monthly by Administrators • Math Support Teacher 	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Evidence of Implementation (monitoring tools)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Identify and provide FASTT Math for 3-5 grade students that require additional support in basic facts fluency.	<ul style="list-style-type: none"> • Classroom Teachers • Math Support Tchr • SDT • Paraeducator 	<ul style="list-style-type: none"> • FASTT MATH program • Time outside math block • MCPS resources • Math Forum 	<ul style="list-style-type: none"> • Basic Facts Monitoring 	<ul style="list-style-type: none"> • Monthly by Teams • Monthly by Administrators • Monthly by Math Support Teacher 	
<i>Teachers will be provided with training and ongoing support in the UCARE strategies, focusing especially on the needs of our special education and ELL students</i>	<ul style="list-style-type: none"> • Math Support Teacher • SDT 	<ul style="list-style-type: none"> • MCPS training materials from Curriculum 2.0 	<ul style="list-style-type: none"> • Informal classroom observations • Walk throughs 	<ul style="list-style-type: none"> • Monthly by Teams • Monthly by Administrators • Math Support Teacher 	
Grade level teams will identify a limited number of critical learning objectives and develop formative assessments to monitor student mastery of these objectives	<ul style="list-style-type: none"> • Grade level teams • Math support teacher • SDT 	<ul style="list-style-type: none"> • Curriculum 2.0 and MCPS Instructional Guides • Math support teacher • SDT 	<ul style="list-style-type: none"> • Sets of formative assessments • Data on results of those assessments 	<ul style="list-style-type: none"> • Twice per marking period by administrators and IST members 	

STRATEGIC PLANNING

Parent Involvement

Brookhaven ES continues to emphasize the need to increase parent involvement and offer parents the opportunity to be engaged in the school organization and the decision making process. Administration and members of the leadership team have made personal efforts to meet with parents one on one and make calls to parents to request that they participate in the school improvement planning processes, family involvement committee, PTA activities, and school content committees such as reading or math that may be of interest to them. In addition, this year parents are invited to make “guest appearances” at school improvement team meetings and family involvement committee meetings. This enables parents to share in discussions when available without having to make a complete commitment.

This year the principal will continue the monthly parent coffees that serve to provide information and training for parents and community members. Topics include curriculum programming such as “Words Their Way for English Language Learners,” parent documentation and testing preparation strategies at home. He will facilitate these coffees with the help of the focus teachers and support staff directly connected to these areas of content.

Parents and staff worked together during spring and summer 2011 to review the parent involvement policy, current Brookhaven parent compact, and the family involvement action plan that will be updated and monitored on a quarterly basis. The parent compact was shared in English and Spanish on our Back-to-School Night in early September by the administration and each classroom will do their own student friendly version of “Your Job, My Job, Our Job,” which is a Baldrige introductory lesson to assist teachers and students in building a classroom learning system. The administration provided an overview of the school improvement process and the development of the plan. Parents were asked for their feedback and provided with a form for their comments. This was provided in English and Spanish. Parent information provided was incorporated in to the plan. Samples of this feedback are included in the attachments. Additional options for parent feedback and review of the school improvement plan are offered weekly in the principal’s newsletter. This experience gives all stakeholders (parents, students, teachers) a clear sense of their role in student achievement. As part of this effort the “Bobcat Code”, the school’s behavior management system, was also explained since it plays a part in ensuring student success as well.

The school improvement plan and the goals are shared with parents at meetings previously discussed in the Leadership section of the document and at Back-to-School Night.

Our family involvement committee consists of parents, staff, Title I staff, Division of Family & Community Partnerships, ESOL Counseling staff, and when appropriate we gather student input or request student representation during a portion of our meeting or prior to the meetings. The family involvement committee will meet quarterly and twice during the summer months. Meeting times are varied to meet the needs of parents and childcare is made available when necessary.

The required family involvement documents are included in the attachments section at the end of the plan. The action plan for family involvement begins on the next page.

Brookhaven Elementary School

2011-2012 Parent Involvement Action Plan

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
General Requirements					
1. Involve parents in the decision making process regarding how funds reserved for family involvement are being spent.	Parent Involvement Committee (PIC) Administration Title I Specialist	Survey feedback Budgets	Sign in Agenda Notes Evaluation (SANE)	Ongoing Administration Parent Involvement Committee	
2. Review, revise and distribute the parent involvement plan annually to meet the changing needs of the parents in the school.	PIC School staff Administration	Parent Involvement Plan Feedback	SANE Feedback	Ongoing Parent Involvement Committee	
3. Conduct parent meeting to disseminate information about the school's Title I schoolwide program and parental rights.	Administration Title I Specialist	Title I Specialist Interpreter	SANE	October/November Title I Specialist	
4. Involve parents in planning, reviewing and improving the school's parent involvement program	Administration Instructional Support Team PIC	Survey feedback	SANE	Ongoing Parent Involvement Committee	
5. Develop/revise/disseminate school-parent compact which identifies actions in which the parents, school staff, and students will engage to share the responsibility for improved student achievement.	PIC Administration Title I Specialist Parents Teachers/ Students	School-Parent Compact Template	School-Parent Compact Sign off from parents School Improvement Plan	September Title I Specialist	
Building Capacity					
6. Plan and implement parent information meetings and monthly information coffees or workshops on the following topics: <ul style="list-style-type: none"> • Maryland School Assessment Program/ MCPS TN2 • Maryland and MCPS Standards and Curriculum • How to Support Reading and Math at Home • Effective Use of School and Community Library • Expectations for College Readiness (7 Keys) 	Title I Specialist PIC School staff	PowerPoint Parent Notification Interpreter Babysitters ConnectEd	SANE	Ongoing Title I Specialist	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
7. Provide training to staff on the importance of family involvement and effective practices in conducting parent-teacher conferences	Title I Specialist Staff Development Teacher	Research articles Handouts	SANE	Mid November Title I Specialist	
8. Work with other agencies and programs that support parental involvement	School Counselor Administration Teachers Cluster PCC	Contact person at the agency/program	Flyers Meeting notes	Ongoing PCC School Counselor	
9. Communicate information to parents about school programs, meetings, and other activities in multiple languages as appropriate. (i.e., school newsletters, flyers, meeting notices, etc.)	Administration School secretary Teachers DFCP Title I Specialist	Interpreter Language Line School newsletters Notices ConnectEd Translation equipment School website	Newsletters Notices Handouts to parents ConnectEd	Ongoing Title I Specialist	
10. Provide reasonable support so parents may participate in school activities as much as possible (i.e., transportation, babysitting)	Administration	PTA Interpreter PIC Babysitters	SANE Flyers	Ongoing PIC Title I Specialist	
11. Recruit Volunteers, Conduct Orientation & Provide support	PTA Administration	PTA Volunteer Coordinator	Volunteer Log	Quarterly Review and PTA report	
Accessibility					
12. Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless	Administration School Counselor ESOL PCC PCC	Interpreter School Counselor ESOL teachers	SANE Flyers	Ongoing PIC Title I Specialist	
13. Updated section of staff handbook that addresses parent accessibility in home –school communication	Administration	Staff Handbook (electronic/paper)	Conference Log Communication Log MCPS Translation Unit	Quarterly check w/ grade levels Nov 2011 Jan 2012 April 2012 June 2012	
Other					
14. Inform parents about the Maryland Parent Information Resource Center	Title I Specialist	Flyers School website	Newsletters	November Title I Specialist	
15. Involve parents as active participants in the planning, review, and revision of the School Improvement Plan.	Administration Title I Specialist	Accessible schedule Interpreter	SANE	July-September Review due quarterly to OSP	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
16. Proactive family meetings to promote positive school behavior and achievement	Administration Counselor	Scheduled appointments	Contracts	July, August 2011 September 2011 -Contracts between administration, teacher, and families (monitoring customized by contract)	
17. School-wide promotion of recreational and social events sponsored by school and/or PTA to acclimate and network new parents to the school community	PIC PTA Attendance secretary Classroom Teachers	Publicity Modes Multilingual notes/phone calls/ Connect ED	Contact log (electronic) E mail follow ups	September Contact Log October contact log 2011Log for follow up	

Family Involvement Committee Information

Principal: Mr. Robert Grundy

All members of the **Family Involvement Committee** who participated in the development of the school improvement plan must complete the table below. Their signatures verify that they were active members on the team. The Family Involvement Committee provides feedback and contributes ideas as vital stakeholders in the school improvement process. The team should be representative of the families, community and local school. This committee serves as a partnership to work closely with the school leadership to develop a comprehensive plan for school improvement.

Print Name	Signature	Position/ Role
Rob Grundy		Principal
Carol Maroglio,		Assistant Principal
Antoinette Phillips		Counselor
Sonia Cintron		ESOL teacher (Co- chair)
Nilda Colgrove		Family & Community Partnerships, Parent Community Coordinator
Lynda Wainwright		Title I Instructional Specialist
		Speech / Language Teacher (PEP)
Kate Simon		PEP Teacher
Harriet Mulongo		ESOL Teacher
Marla Werber		Parent Educator (PEP)
Brocklin Qualls		Parent
Hannah Vidal		Parent

Signature page in attachments

Dates of Family Involvement Committee Meetings:

9/21/11 10/19/11 12/8/11 2/8/12 4/26/12

Climate Action Plan

School: Brookhaven ES

SIPGoal/Objective: Reduce by 25% the number of students reporting dissatisfaction with their treatment by peers
 Reduce the number of office referrals 10% from 2010-2011, as measured by the office referral database

Action Timeline	Person(s) Responsible	Resources Needed	Evidence of Implementation (monitoring tools)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
<p>Continue to implement our current systemic behavior management policy called "Keeping the Code"</p> <p>Highlights of refinements:</p> <ul style="list-style-type: none"> • Weekly announcement of number of green days • Green tickets: need more consistency with staff issuing tickets • Magical expectations tours: smaller groups, and repeat in January and after spring break • Bobcat Bucks: continue to issue in upper grades 	<ul style="list-style-type: none"> • School Climate Committee • Leadership team 	<ul style="list-style-type: none"> • Materials for making stoplights • NCR office referrals • Badges for prizes for "Caught Keeping the Code" winners • Certificates for monthly success in Keeping the Code 	<ul style="list-style-type: none"> • Students' monthly calendars; Number of children having successful "green" days will increase, as measured by September baseline data • Classes perfect green days; Classes will have more perfect green days, as measured by September baseline data • Number of office referrals; Number of office referrals will decrease from last year • Number of children successful in Keeping the Code; Number of successful children will increase each month 	<ul style="list-style-type: none"> • Monthly by classroom teachers and quarterly by Climate committee and counselor • Monthly by classroom teachers and counselor • Quarterly by Administrators, Climate committee, and counselor • Monthly by teachers, Climate committee, and counselor 	

<p>Implement school-wide anti-bullying program, to increase the quality of student interactions and to decrease negative interactions</p> <ul style="list-style-type: none"> • Bullying prevention: - Steps to Respect consistently implemented 3 – 5 - Monthly counselor visits 	<ul style="list-style-type: none"> • All staff • Students • Parents 	<ul style="list-style-type: none"> • Bullying literature and lessons • <i>Steps to Respect</i> program 	<ul style="list-style-type: none"> • Parent workshop and newsletters • Bullying lessons • Bullying referral form • Safe schools Reporting form: Numbers will decrease, as measured by October baseline data • Bullying Consensogram in grades 3-5; Number of students who consider bullying a problem will decrease, as measured by October baseline data 	<ul style="list-style-type: none"> • Done during pre-service • Workshop given during first quarter • Newsletter sent out quarterly by counselor • Created by counselor and monitored quarterly • Twice a year by Administrators • Done in October, and May by counselor 	<p>Implement school-wide anti-bullying program, to increase the quality of student interactions and to decrease negative interactions</p> <ul style="list-style-type: none"> • Bullying prevention: - Steps to Respect consistently implemented 3 – 5 -Monthly counselor visits
<p>Mentoring program</p>	<ul style="list-style-type: none"> • Selected Staff • Counselor 		<ul style="list-style-type: none"> • Office referrals • Number of times on red 	<p>Quarterly by counselor</p>	<p>Mentoring program</p>

STRATEGIC PLANNING

Transition Strategies

Pre-School to Kindergarten / New Students to Brookhaven / Homeless Children/ Grade Five to Middle School

Each year we publicize our kindergarten orientation through community resources, school publications, pre-kindergarten classes, local religious and retail locations. This event occurs each spring. Our attendance secretary mails packets to families who make inquiries and to all pre-kindergarten students. This event is usually completed in one day and involves our kindergarten staff, paraeducators, speech pathologist, nurse, resource teacher, ESOL teacher, counselor, Title I representative(s), and office staff. The kindergarten teachers, resource teacher, paraeducators, and speech pathologist welcome the students as they arrive and work with them one on one for 20-30 minutes focusing on fun activities that include letter identification, puzzles, colors, counting, and book reading. This occurs in a student friendly and comfortable environment including a snack. The other staff members meet with parents to discuss all required information and documents as well as present them with information regarding the local school and family involvement opportunities and local school resources available to them as incoming Brookhaven parents. Each child receives a special kindergarten sack that includes their own photograph, book and matching listener tape, coloring book with kindergarten concepts, necklace for counting down the days to kindergarten, a letter for parents explaining how to utilize these materials and a Brookhaven Bobcat tee shirt. The letter is translated in English and Spanish.

All families are strongly encouraged to register their incoming kindergarten child for the Extended Learning Opportunities program: Summer Adventures in Learning (ELO-SAIL) funded by the Division of Title I Programs. This is a program free of charge for all students but plays a vital role for the incoming kindergarten students. This four week program provides an opportunity for new kindergarteners to become familiar with their new school, learn school procedures, and acclimate to the rigors of the academic experience of kindergarten for half of each day. This prepares them for the upcoming full day experience. Whenever possible, students are placed with the kindergarten teacher they will have when school begins, so they can establish a relationship that will continue in the fall. In addition, parents and student are invited to the end-of-summer open house prior to school beginning to meet their child's teacher. During this summer program, parents are invited to attend a parent workshop on the use of a "kindergarten toolkit" which is a box of academic manipulatives and materials to reinforce literacy and mathematics foundational skills. These materials are donated by the Montgomery County Public Schools retired staff through their professional organization. Parents also have the opportunity to briefly observe their students in their classrooms and see their children in action! The kindergarten team also presents a "Sneak A Peak" meeting just for their grade level, so parent can have the opportunity to learn about the kindergarten program and the expectations for their child as the new school year begins.

Schoolwide Program Coordination for Homeless Students: Homeless children receive services under Title I. Therefore, DTP centrally reserves an amount per-homeless-child equal to the ELO SAIL per pupil allocation. This amount covers the cost of homeless students' participation in Title I's ELO SAIL program. **Brookhaven Elementary School** instructs students in reading and math during the summer program.

During the school year **Brookhaven Elementary School** coordinates with the Homeless Liaison Office and works with families to complete the following forms:

- 335-77: Homeless Status
- 335-77B: Student Transportation Action Request
- 335-77A: School Choice Decision letter for students with a homeless status, if applicable

Our school also invites families of homeless students to participate in family involvement events through coordinated efforts between the Division of Title I Programs and Montgomery County Public Schools' Homeless Liaison.

The counselor and office staff play a major role in the process for integrating new students and their families in to the Brookhaven school community. The office staff and administration meet with new families and provide teachers with information regarding the incoming new student. In the event the student is transferring from within our district all instructional data can be accessed electronically. If the student is new to the district, the office staff meets with the families and makes contacts to gather academic information. Each of our office support staff speaks English and Spanish which is essential to meet the needs of our community. The counselor facilitates a new student lunch bunch for students in grades 3, 4, and 5. The counselor has created a trifold brochure which is distributed to new students to describe her role and availability to support students and families.

The transition from grade five to middle school is a process that begins during our first marking period. Our fifth grade students have the opportunity to participate in our Middle School Magnet Consortium. This consortium consists of three middle schools that have specialized programs:

Parkland Middle School – Science and Aerospace Technology
Argyle Middle School – Digital Design and Development
Loiederman Middle School – Creative and Performing Arts

The counselor works with the Consortium magnet coordinators, fifth grade teachers and gifted and talented coordinator to provide parent and student information presentations to describe all middle school choices. Students are given the opportunity to select their preferences in terms of interest and ability. The counselor works throughout the year with these middle school magnet coordinators. She is also available to meet with parents and teachers regarding this transition. There is an attempt being made this year for middle school teachers to visit and observe the fifth grade as well as our fifth grade teachers visiting and observing the middle schools where their students will attend. There is an articulation between grade 5 teachers and grade 6 teachers to ensure appropriate groupings and programming is provided. Middle school counselors come to the elementary school in the spring to describe middle school life, scheduling and help students to complete schedules for the next year. All middle schools have a summer orientation for students and parents to learn about middle school and visit the site where they will attend.

Coordination and Integration of Federal, State, and Local Funds

In order to meet the needs of our diverse student population, several positions have been added to the school using district and Title I funding. The positions are:

Professional Positions

Title I Funding

1.0 Classroom Teacher (Reduced Class Size)

.5 Math Support (K-5)

1.5 Reading Support (includes .5 allocation for Reading Recovery)

Total 3.0 Positions

Supporting Services Positions: 12 hours of paraeducator support for classroom instruction

Total 1.5 FTE

District Funding

.5 Academic Intervention for Math

.5 Academic Intervention for Reading

Total 1.0 Positions

Each of the professional staff members listed above provides a weekly log or planning documentation that enable administration and colleagues to maintain an overview of weekly activities related to instructional support. All professional staff working with paraeducators includes a planning log or similar vehicle to provide instructional guidance for supporting services staff.

Using Title I funding, students will participate in extended learning opportunities during the summer. This is a four week half-day program which focuses specifically on math and reading. While the ELO program is open to all students, limited funding has caused us to initially target students based on their attainment of reading and math benchmarks.

Measurement, Analysis, and Knowledge Management

There are numerous measures in our school organization to include teachers in the decisions regarding the use of academic assessments. The Leadership Team has representation from all grade levels and all specialty and academic intervention and support areas. This group meets monthly and the examination of data is incorporated in to the agenda for these meetings. Teachers have the opportunity to share how they are progress monitoring during team meetings and extended planning in math and reading. They provide a rationale for why they have selected specific classroom assessment (informal / formal). This year there will be monthly structured data chats by grade level with administration, staff development teacher, reading and math focus teachers, and Title I instructional specialist. Each team has a weekly meeting where data and programming are discussed. Specific meetings incorporate the support and intervention teachers so that teaching and learning practices can be compared through the examination of student work and class achievement trends. It is during these working/planning sessions that daily monitoring tools and activities are generated. There will be a greater emphasis on having teachers bring back their data to confirm if implementation has been successful.

The school continues to make a concerted effort to ensure small group guided reading is implemented with fidelity at all grade levels. The continuation of this practice is monitored by the reading specialist, academic intervention teachers, and classroom teachers. Team meetings are used to compare ideas related to running records, anecdotal records, word work checks, and instructional planning etc. The sharing and refining of these resources enables teachers to use their professional judgment and create or personalize effective tools for progress monitoring.

The math support teacher attends team meetings with grade level teams to review weekly progress and work with them to identify where math intervention and acceleration need to occur. Teachers come to team meetings prepared with an overview of student data based on math pre, formative, and post assessments. The team proposes ideas for meeting student needs and reviews them with the math support teacher. The decisions are made collaboratively depending on the outcome of math data. Teachers initiate the discussion and the support staff work with them to schedule appropriate interventions during the math block or supplemental meeting times outside of the math block.

The formative assessments listed compose the options for progress monitoring and are used to initiate instructional moves. Certain assessments have been provided as part of the county assessment effort as well as structures or documents that our teachers have initiated as preferred practice:

Reading

- Fall, Winter, Spring:
MCPSAP-PR Assessment
- MAP-R(Fall, Winter, Spring)
- Monthly data chats between teachers and administration regarding formative assessments
- Monitoring tools developed through collaboration of classroom teachers and IST.
- Student work samples, including reading response logs
- Formative assessments: For progress monitoring based on what is outlined in MCPS Standards-Based Grading and Reporting for report card for grades 1-5
- Fountas & Pinnell Assessment program for grades 1-5
- Monthly/Quarterly reading assessments in grades 3 – 5
- All teachers will submit monthly reading levels on students.
- Informal reading assessment checklist (*primary mClass progress monitoring*)
- Observations, formal and informal
- Walk-throughs

Math

- Unit Assessment Data(pre & post assessment plus formatives) from MCPS mathematics curriculum
- Data from Number Relationship strand questions from Unit Assessments
- Grade level formative assessments: Number relationships assessments in Kindergarten, Grading and Reporting Tasks for grades 1-2, SC formative assessments in grades 3-5
- MAP-P for grades K – 2 (Fall, Winter, Spring for grades 1 - 2; Winter and Spring only for K)
- Intervention plans for students not proficient (grade level team meeting notes)
- Monthly data chats between teachers and administration
- Observations, formal and informal

Process Management

School improvement goals will be accomplished through data analysis, strategic team planning and instruction, monitoring of instructional program and interventions. The following structures are in place:

Planning: Teams will develop quarterly unit plans using concept maps in grades 3-5, develop weekly formative assessments, utilize daily planning sheets and establish consistent standards for proficiency. These plans are made accessible through the use of technology and the Teacher-shared capability of our system. Kindergarten, first and second grade teachers will use the MCPS integrated curriculum 2.0 to develop their weekly plans and formative assessments.

Instruction: Instruction focuses on deep understanding through use of concept maps, visuals, activators and summarizers, and increased student interaction. Instruction will include strategies to increase Special Ed., ELL, Hispanic learner participation, word study, language, vocabulary acquisition and communicate high expectations.

Every student in grades K~5 will receive small group guided reading. These instructional focus areas will be monitored through curriculum support personnel, focus teachers, staff development teacher, and administration. Collegial conversations and data dialogues will provide anecdotal and data based evidence of these instructional focus areas being implemented consistently.

Monitoring: Teams meet weekly to determine which students are not reaching proficiency on the formative assessments.

Grade level teachers will maintain monitoring tools that record levels of proficiency on grade level formative assessments in reading, writing, and math. Assessment of reading levels and fluency will be done monthly and writing assessments quarterly. Instructional Support Team will review this data in summary on a quarterly basis using the school monitoring tool. Team meetings with the participation of focus teachers, content specialists, & staff development teacher will also serve as part of the monitoring process. In addition, the focus teachers and support staff work in classrooms and participate in the implementation of these efforts as they work with students and/or model focus strategies.

Intervention: Specific student needs will be identified through various assessment measures. Interventions will be implemented and monitored utilizing the classroom teacher, the paraeducator, and the assigned support instructional teacher to provide previewing, additional guided reading instruction or a specific reading intervention such as; Extra Guided Reading, Leveled Literacy Intervention or Read About to ensure that all students' literacy needs are met in order to reach proficiency. This data is part of the local monitoring tool placed on the teacher shared panel as well as the data sites set up by the district where county assessment data is maintained. (mClass for primary reading and math unit assessment data)

Brookhaven Elementary School
ATTACHMENTS
SECTION

2011-2012 Brookhaven Elementary School – Parent Compact

Effective schools are a result of families and school staff working together to ensure that children are successful in school. A compact is a voluntary agreement between these groups that firmly unites them. You are invited to be involved in this partnership.

Shared Responsibilities for:	School Staff	Parent	Student
Having high achievement expectations	<p>As a school, we expect all students to meet or exceed the MCPS grade level standards and the Maryland State Curriculum (SC). We will:</p> <ul style="list-style-type: none"> • review assessment results to determine strengths and needs of students • plan instruction that helps to improve students’ academic success • give students many opportunities to show what they know • give students timely feedback • help students succeed in all academic areas 	<p>As a parent, I will support education and believe that my child can reach high goals. I will:</p> <ul style="list-style-type: none"> • talk to my child about what is happening in school and about the importance of working hard in school • make sure my child does homework and schoolwork regularly • make sure my child attends school daily and is on time • make sure that my child reads for at least 20 minutes every night 	<p>As a student, I will do my best. I will:</p> <ul style="list-style-type: none"> • work hard • come to school on time • have books and materials that I need • pay attention in class • make sure I understand my assignments • complete and return my class work and homework • follow the Bobcat Code • read every night
Good Instruction that Works for Children (Providing and supporting sound instruction)	<p>As a school, we will:</p> <ul style="list-style-type: none"> • teach the Montgomery County Public Schools curriculum • support each student’s learning • assist parents in learning about ways they can help their children with homework and learning 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend meetings about what my child is learning • know what my child is learning • check homework and look at schoolwork • ask questions about how I can help my child at home 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • know what is expected of me in all of my subjects • ask questions • put forth my best effort
Communicating	<p>As a school, we will:</p> <ul style="list-style-type: none"> • communicate with families about high academic standards, student progress and the school’s overall performance • communicate with families in a language that they can understand, when possible • make the school a friendly place for parents to meet, talk, and learn about their child’s education 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend Back-to-School events, Open House, parent-teacher conferences and other school-sponsored programs • communicate any concerns about my child’s learning • tell the teacher or school when I do not understand something that is sent home • read and respond to communication from the school within 48 hours 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • talk to my family about things I like about school • talk to my family about things I am learning in school • ask my teacher for help when I have problems with my schoolwork/homework

Shared Responsibilities for:	School Staff	Parent	Student
<p>Learning New Skills through Volunteering and Training</p> <p>(Building capacity through volunteering and training)</p>	<p>As a school, we will:</p> <ul style="list-style-type: none"> • encourage all families to volunteer and be involved in the school • show parents ways they can help their children with homework and learning at home 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • volunteer for at least one activity during the school year (helping in the classroom, supporting special activities at school, chaperoning a field trip) • attend PTA meetings, parent trainings, and other special activities • join school committees, such as the Parent Involvement Committee or the School Improvement Plan Committee. 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • help other students • get involved in projects that will help my school and community

2011- 2012 Escuela Elemental Brookhaven - Convenio con los Padres

Las escuelas efectivas son el resultado de las familias y el personal de las escuelas trabajando juntos para asegurar que los niños tengan éxito en la escuela.

Un convenio es un acuerdo voluntario entre estos grupos que los une firmemente. Ustedes están invitados a formar parte de esta asociación

Responsabilidades Compartidas para:	Personal Docente	Familia	Estudiante
<input type="checkbox"/> Tener expectativas altas	Como escuela, nosotros esperamos que todos los estudiantes igualen o excedan las normas de contenido y los indicadores de Maryland. Nosotros: <ul style="list-style-type: none"> • Analizaremos las evaluaciones para determinar las fortalezas y las necesidades de los estudiantes • Planearemos instrucción que ayude a mejorar el éxito académico de los estudiantes, ayudándoles a lograr niveles más altos de actuación 	Como familia, demostraremos que nosotros valuamos la educación y creemos que nuestros hijos pueden lograr los altos objetivos designados para ellos. Nosotros: <ul style="list-style-type: none"> • Discutiremos la importancia de trabajar duramente para obtener el máximo de la escuela • Demostraremos buenos hábitos de lectura, asegurando que mi hijo/a lea 20 minutos todos los días. • Reconoceremos la validez del trabajo que nuestros hijos hacen • Estimularemos una actitud positiva hacia la escuela • Nos aseguraremos de la asistencia regular a la escuela • Vigilaremos la terminación de las tareas y el trabajo escolar 	Como estudiante, lucharé para ser un estudiante de alta calidad, alcanzando las metas y las expectativas marcadas para mí. Yo: <ul style="list-style-type: none"> • Trataré mucho y haré el esfuerzo adicional necesario para tener éxito • Comprenderé lo que se espera que yo sepa y que pueda hacer • Vendré a la escuela a tiempo todos los días con mis materiales organizados y listos para usar • Terminaré mis tareas y los trabajos asignados todas las noches
<input type="checkbox"/> Ofreciendo y apoyando una instrucción sólida	Como escuela, nosotros: <ul style="list-style-type: none"> • Implementaremos el Plan de Estudios de las Escuelas Públicas del Condado de Montgomery en lectura, escritura y matemática 	Como familia, nosotros: <ul style="list-style-type: none"> • Asistiremos a las reuniones de información sobre el plan de estudios para saber lo que nuestros hijos están aprendiendo • Sabremos que se espera que nuestros hijos sepan en lectura, escritura y matemática 	Como estudiante, yo: <ul style="list-style-type: none"> • Sabré lo que se espera de mí en lectura, escritura y matemática • Haré preguntas cuando no comprenda lo que se espera que yo aprenda

Programas Nacionales de Normas del PTA para la Participación de Padres/Familia: Norma I: Comunicación; Norma II: Siendo padres; Norma III: Aprendizaje del Estudiante; Norma IV: Trabajando de voluntario; Norma V: Decisiones de la escuela y apoyo; Norma VI: Colaboración con la comunidad

2011-2012 Escuela Elemental Brookhaven- Convenio con los Padres

Las escuelas efectivas son el resultado de las familias y el personal docente trabajando juntos para asegurar que los niños tengan éxito en la escuela. Un convenio es un acuerdo voluntario entre estos grupos que los une firmemente. Ustedes están invitados a participar en esta asociación.

Responsabilidades Compartidas para:	Personal Docente	Familia	Estudiante
~ Comunicándose	Como escuela, nosotros; <ul style="list-style-type: none"> • Nos comunicaremos con las familias frecuentemente sobre altas normas académicas, el progreso del estudiante, y la actuación general de la escuela • Haremos que la escuela sea un lugar amable y amistoso para los padres reunirse, hablar y aprender sobre la educación de sus hijos 	Como familia, nosotros: <ul style="list-style-type: none"> • Asistiremos a los eventos de Retorno a la Escuela, a las conferencias de padres y maestros y a otros programas auspiciados por la escuela • Haremos preguntas sobre lo que se espera que sepan nuestros hijos para poder apoyar el programa académico en casa 	Como estudiante, yo: <ul style="list-style-type: none"> • Hablaré con mi familia sobre lo que estoy aprendiendo y haciendo en la escuela • Hablaré con mi familia sobre mis intereses especiales • Le pediré ayuda a mis maestros cuando tenga problemas con mi trabajo escolar
♦ Construyendo capacidad a través de voluntarios y entrenamiento	Como escuela, nosotros: <ul style="list-style-type: none"> • Crearemos oportunidades para que todas las familias puedan servir de voluntarios en distintas capacidades en la escuela y en las clases • Estimularemos la participación de los padres • Ayudaremos a los padres para que ellos puedan ayudar a sus hijos con la tarea y el aprendizaje en la casa 	Como familia, nosotros: <ul style="list-style-type: none"> • Trabajaremos de voluntarios al menos en una actividad cada semestre (ayudando en la clase, apoyando actividades especiales en la escuela, siendo acompañantes en las excursiones de la escuela) • Participaremos en las decisiones de la escuela asistiendo a las reuniones del PTA, de los comités o de actividades especiales 	Como estudiante, yo: <ul style="list-style-type: none"> • Ayudaré a otros estudiantes con su aprendizaje (ayudando a los estudiantes más jóvenes con su lectura) • Participaré en proyectos de servicios que beneficiarán mi escuela y mi comunidad (tales como Girl Scouts, Cub Scouts, limpieza del vecindario)

Programas Nacionales de Normas del PTA para la Participación de Padres/Familia: **Norma I:** Comunicación; **Norma II:** Siendo Padres; **Norma III:** Aprendizaje del estudiante; **Norma IV:** Trabajando de voluntario; **Norma V:** Decisiones de la escuela y apoyo; **Norma VI:** Colaboración con la comunidad

Parent Feedback Form on School Improvement Plan 2011-2012

Collected at Back-to-School Night, September 22, 2011

Planned activity	What I liked	How it could be improved?
Teachers will use improved questioning strategies to promote more critical thinking by students		
Teachers will provide students who are reading below grade level with reading interventions in addition to their regular guided reading instruction.		
Teachers will provide differentiated math instruction to all students through small groups		
Teachers will increase the amount of time that students talk about math as a way of deepening their understanding of math principles and concepts		
The school will expand the opportunities for families to learn together		
The school will develop programs to address student teasing and bullying while developing improved pro-social skills		

Montgomery County Public Schools
Division of Title I Programs
Title I Parent Involvement District Level Plan

Part I: General Expectations for Parent Involvement

Montgomery County supports the involvement of all parents/families. It is our belief that the education of our children is a shared responsibility. We believe that when parents are involved, students will be more successful. The school system as well as individual schools make the commitment to establish programs and practices that create a climate of mutual trust and respect and that support substantive parent involvement. All MCPS employees in Title I schools are expected to convey a commitment to parent involvement. Information will be provided to parents in the ‘major’ languages of the school system. This plan has been developed jointly with parents and is aligned with the Montgomery County Public School’s Parent Involvement Policy ABC and the MCPS Master Plan (Bridge to Excellence). (Section 1118 (a), (2), (A)

(In this plan, ‘parent’ is intended to include parents, guardians, and other family members involved in supervising the child’s schooling.)

Part II: Description of how the Local Education Association (LEA) will implement Title I Parent Involvement Required Components:

The MCPS Parent Involvement Cross-Functional Team (Department of Family and Community Partnerships) participates in the joint development of the MCPS District Level Plan under the Master Plan (Bridge to Excellence.) Parents from Title I Schools are members of this committee. Section 1118 (a), (2), (A)

1. Coordination and Support

The coordination of Title I Parental Involvement efforts and technical assistance to Title I Schools will be provided by Title I instructional specialists from the MCPS Division of Title I Programs. The instructional specialists will provide support, guidance, and technical assistance to the school staff, at least monthly, in planning and implementing effective parent involvement activities to improve student achievement and school performance. Title I instructional staff will provide assistance with the development of the school-parent compact, School Level Plan, and other parent involvement activities. Documentation that demonstrates adherence to Title I federal and state requirements will be maintained in the office of the Division of Title I Programs. (Section 1118 (a), (2), (B)

The Division of Title I Programs coordinates and integrates parent involvement strategies with MCPS offices and divisions by participating on various committees throughout the year. For example, representatives from the Division of Title I Programs meet monthly with the Department of Family and Community Partnerships to coordinate workshops and outreach efforts for the Parent Academies. Title I also partners with ESOL and Head Start at least twice a year to coordinate training efforts for Title I parents. Through the 21st Century grant, the Division of Title I Programs supports parent education for Title I parents throughout the school year.

2. Providing Assistance and Training

Technical assistance is provided throughout the year to Title I instructional specialists through a variety of forums and on an array of topics related to their work as members of central office staff and school based staff. Since Title I instructional specialists assist in implementing, coordinating, and ensuring compliance of federal and state requirements, Title I staff will also receive training on relevant issues which they in turn will share with school staffs and families.

Specific topics of training include:

- Development of school-parent compact
- Research and practice about importance of family involvement
- Preparation and monitoring of family involvement budgets
- Inclusion of parents in family involvement budget decisions
- Proper use of federal funds

3. Ensuring Accessibility

All MCPS policies and publications will be available in the ‘major’ languages of Montgomery County Public Schools including but not limited to Spanish, Korean, Chinese, Vietnamese, French, and Amharic. Invitations, flyers, conference information, and newsletters are translated as needed. Interpretation services are available upon request through each school. MCPS policies are available online through www.mcpsmd.org, Division of Title I Programs web page, and individual office and school web pages. Section 1118-(e), (5)

4. Building Capacity for Parental Involvement

MCPS Parent Academies provide materials and training to parents at least twice a month during the school year, at various times and locations, on a variety of topics including: (Section 1118, building capacity, e-1 and 2)

- Understanding state and local assessments and curriculum standards
- Monitoring student progress
- Working with educators to improve student achievement.
- Helping parents work with their children

Additionally, at least annually, Title I instructional specialists provide materials and training to parents and school staff, at each school, on understanding Title I and the requirements. (Section 1118, building capacity, e-1 and 2)

The Title I office participates on each school’s Family Involvement Committee that meets monthly and includes staff and parents. These Committees meet to plan and develop professional development for school staff to work as equal partners with parents and to enhance parent outreach and communication between home and school. The Title I instructional specialists from the Division of Title I Programs participate on each school’s Family Involvement Committee that includes staff and parents. These committees meet regularly to ensure that parents receive training to support their children’s progress at home. (Section 1118, e-3)

5. Integration with Other Programs

The Division of Title I Programs coordinates and integrates parent involvement strategies with MCPS offices and divisions by participating on various committees throughout the year. For example, the Division of Title I Programs meets monthly with the Department of Family and Community Partnerships to coordinate workshops and outreach efforts for the Parent Academies. Title I also partners with ESOL and Head Start at least twice a year to coordinate training efforts for Title I parents; through the 21st Century grant, the Title I Office provides funding for language classes for parents. (Section 1118, e-4).

6. Parent Involvement Activities

The Title I Office involves parents in the activities of schools at the district and school level by:

- Ensuring parents are represented on decision making teams such as the MCPS Parent Involvement Cross-Functional Team, School Level Family Involvement Committee and School Improvement Team;
- Providing opportunities at least annually for parents to have input into the development, review, and revision of the District Level Title I Parent Involvement Plan, School Level plans, and school-parent compacts;
- Offering District and School Level workshops and training at least monthly through the Parent Academies, family outreach nights, and curriculum nights.
Section 1118 (a), (2) and (F).

7. Parental Input on the Title I Parent Involvement Plan

The Division of Title I Programs will annually involve parents in the joint development, review, evaluation, and revisions of the MCPS Title I Parent Involvement District Level Plan. The Division of Title I Programs receives guidance from The Maryland State Department of Education (MSDE) on an ongoing basis. With this guidance a draft Plan has been created. Input from parents on the draft Plan will be gathered at Back to School Night, through the Family Involvement Committee, and School Improvement Team meetings. The DTP Family Involvement Committee will consider the input to develop the final plan. After final revisions, the plan will be provided to parents in multiple languages. The plan will be posted on the MCPS Title I website and references to the plan will be made in each school's newsletter. (Part II, 1 and 6 - Section 1118, (a)(2)(A)(E))

Brookhaven Elementary School Title I Parent Involvement Plan: 2011-2012

Brookhaven Elementary School supports the involvement of all parents/families. It is our belief that the education of our children is a shared responsibility. We believe that when parents are involved, students will be more successful. In this policy, “parent” is intended to include parents, guardians, and other family members involved in supervising the child’s schooling.

We carry out the requirements for Title I schools in the following ways:



General Requirements

- ✓ Involve parents in deciding how family involvement funds are being spent
- ✓ Involve parents in the development of our school’s Parent Involvement Plan
- ✓ Distribute the Parent Involvement Plan to all parents
- ✓ Hold an annual Title I meeting to provide information about the Title I program, parental rights, and the important role parents play in their children’s education.
- ✓ Involve parents in planning, reviewing and improving our school’s Parent Involvement Plan and Program
- ✓ Ask for parents’ comments about the Parent Involvement Plan and submit those comments to the Division of Title I Programs
- ✓ Develop a written school-parent compact with parents



Building Capacity

- ✓ Help parents understand the Maryland School Assessment Program and the Maryland and MCPS Standards and Curriculum and the requirements of Title I
- ✓ Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement
- ✓ Provide training for staff about how to work with parents as equal partners
- ✓ Work with other agencies and programs that support parental involvement, such as Special Education, ESOL, Linkages to Learning, Judy Center, Health Department and Library
- ✓ Communicate information in a format and language that parents can understand whenever possible
- ✓ Provide reasonable support so parents may participate in school activities as much as possible, such as transportation and childcare
- ✓ Provide informal venues for parent coffees to enhance the feeling of community and collaboration between school and community



Accessibility

- ✓ Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless
- ✓ Provide information in a format and language such parents will understand to the greatest extent possible



Parent Information Resource Center (PIRC)

- ✓ Inform parents about the Maryland Parent Information Resource Center and conferences
- ✓ Highlight parent newsletter items and website resources specific to Brookhaven ES th assist parents in their child’s education

Brookhaven Elementary School accepts the Montgomery County Public Schools family involvement policy and has aligned its school level parent involvement plan accordingly.

POLICY **BOARD OF EDUCATION OF MONTGOMERY COUNTY**

Related Entries: ABA, ABA-RA, ABC-RA, ACG, BFA, BMA, FAA, IEA, IEB, IED, IFB, IGP-RA, IRB-RA

Responsible Office: Communications and Family Outreach

Parent and Family Involvement

A. PURPOSE

1. The Board of Education (Board) is committed to promoting meaningful family-school partnerships as an essential component to students' academic success.
2. The Board encourages parent and family involvement in the school community to support children's education, healthy development, and well-being. Montgomery County Public Schools (MCPS) will take actions to promote family involvement efforts that encompass the diversity of the community.

B. ISSUE

Research indicates that family involvement in education has a positive effect on student learning and healthy development and is an important strategy in reducing achievement gaps. Additionally, meaningful and effective home-school partnerships help to ensure a safe and respectful learning environment.

C. POSITION

1. The Board supports the development of parent and family involvement programs and services that are comprehensive and linked to student learning and based on, but not limited to, the National Standards for Family-School Partnerships:
 - a) Welcoming all families into the school community—families are active participants in the life of the school, and feel welcomed, valued and connected to each other, to school staff, and to what students are learning and doing in class.
 - b) Communicating effectively—families and school staff engage in regular, meaningful two-way communication about student learning.
 - c) Supporting student success—families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
 - d) Speaking up for children—families are empowered to advocate for their children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
 - e) Sharing power—families and school staff are important and valued partners with unique information regarding decisions that affect children. Families and school staff together inform, influence, and create policies, practices, and programs including full engagement in the school improvement process.
 - f) Collaborating with community—families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.
2. All MCPS employees are expected to promote and demonstrate a commitment to parent and family involvement.

Brookhaven Elementary School accepts the Montgomery County Public Schools family involvement policy and has aligned its school level parent involvement plan accordingly.

D. DESIRED OUTCOME

All MCPS staff will collaborate with families to build strong family-school partnerships.

E. IMPLEMENTATION STRATEGIES

1. The superintendent of schools will review existing policies and procedures, and develop necessary regulations and procedures to support this policy.
2. The superintendent of schools and the Board of Education will monitor the milestones and data points associated with Goal 3: Strengthen Productive Partnerships for Education in the MCPS Strategic Plan.
3. The Board provides opportunities for parents and other members of the public to provide feedback through public comments at Board meetings, written and e-mail correspondence, service on advisory committees, and participation in public hearings and community forums. Feedback from a broad spectrum of our diverse community is integral to the processes of developing and revising school system policies, strategic planning, budget development, and implementation of school district initiatives.

F. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board of Education policy review process.

Policy History: Adopted by Resolution No. 669-90, November 13, 1990; reformatted September 1996; amended by Resolution 489-02, October 28, 2002, amended by Resolution 417-10, July 26, 2010.

Brookhaven Elementary School accepts the Montgomery County Public Schools family involvement policy and has aligned its school level parent involvement plan accordingly.

POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA, ABA-RA, ACG, BMA, FAA, IEA, IEB, IED, IFB, IGP-RA, IRB-RA

Responsible Office: Deputy Superintendent

A.

PURPOSE

1. To reaffirm the Montgomery County public school system's strong commitment to the role of parents as valued partners in their children's education and to promote and increase effective, comprehensive parental involvement
2. To ensure that parental involvement efforts reflect the rich cultural and linguistic diversity of local school communities

B. ISSUE

Family involvement in a child's learning is a critical link to achieve academic success and to ensure a safe and disciplined learning environment.

C. POSITION

1. Definition

In this policy, "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling. In this policy, "comprehensive parental involvement" is intended to include the research based, Six National Standards for Parent/Family Involvement Programs as follows:

- a) Communicating
- b) Parenting
- c) Student Learning
- d) Volunteering
- e) School Decision-Making and Advocacy
- f) Collaborating with Community

2. Achievement of the purpose will be sought through a variety of efforts including:

- a) Effective two-way communication between all parents and schools regarding school system policies, practices and regulations, local school policies, and an individual child's progress
- b) Activities to encourage parental volunteer opportunities in schools both in the classroom and in other areas of the school including attendance at local school programs and events
- c) Information and programs for parents on how to establish a home environment to support learning and appropriate behavior
- d) Information and programs for parents about how they can assist their own children to learn
- e) Assistance to develop parental involvement in educational advocacy through PTAs and other organizations, including school system task forces and advisory committees

3. While each division, office, and school must assess its role and plan of action to meet these goals, all MCPS employees are expected to convey a commitment to parental involvement.

a) Consistent with this commitment, local schools are expected to:

- 1) Provide an inviting and welcoming environment where parent involvement is respected and valued
- 2) Develop activities and materials that provide for effective two-way communication between parents and the school on local school policies and practices and individual student progress
- 3) Support and encourage parental volunteer opportunities including participation in the development of school improvement plans
- 4) Provide programs that assist parents in learning how they can help children learn, including activities that are connected to what children are learning in the classroom

- 5) Work with PTA, other parent organizations, and parent outreach personnel to ensure parental input from a broad range of culturally and linguistically diverse groups
 - b) Consistent with this commitment, local schools are encouraged, in collaboration with their parent community, to develop a local school statement which articulates a shared responsibility and strategies to support: student learning and high achievement; effective, frequent, two-way communication between school and home; and family, school, community partnerships aligned with school improvement plan goals
4. In addition, appropriate staff in central offices are expected to support local school efforts and, where relevant:
- a) Communicate with parents on school system policies and regulations
 - b) Provide for the development of parenting programs and materials, including the use of cable television, pamphlets, adult education courses, parent resource centers, and programs designed to orient new parents to MCPS
 - c) Support and encourage the use of interpretation and translation services whenever feasible
 - d) Maintain and support parental volunteer opportunities with appropriate information and training
 - e) Assist in the development of parental leadership through PTAs and other recognized groups
 - f) Work with businesses, organizations, and other government agencies which by their policies and activities can provide support and assistance for parental involvement efforts
 - g) Provide appropriate teacher and staff training to support effective parental involvement; conduct staff and parent training in ways to communicate and work together including problem solving, conflict resolution skills, and outreach strategies
 - h) Identify and publicize promising programs and practices related to parental involvement
 - i) Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family connections in their training programs
 - j) Develop methods to accommodate and support parental involvement for all parents, including those with special needs, limited English proficiency, limited financial resources and individuals with disabilities
 - k) Develop mechanisms for local schools to use in order to assess the effectiveness of their parental involvement efforts

D. DESIRED OUTCOME

Schools and families will work together to ensure that the educational process includes quality learning at home, in school, and in the community.

E. IMPLEMENTATION STRATEGIES

1. The superintendent will assess the status of parental involvement, review existing policies and procedures, and develop necessary regulations and procedures to support this policy, including a review of staff and budget support.
2. The Board of Education will seek parental input on school system policies, including curriculum, facilities, and funding issues from a broad spectrum of our culturally and linguistically diverse community.

F. REVIEW AND REPORTING

This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

Policy History: Adopted by Resolution No. 669-90, November 13, 1990; reformatted September 1996; amended by Resolution 489-02, October 28, 2002.

Brookhaven Elementary School accepts the Montgomery County Public Schools family involvement regulation and has aligned its school level parent involvement plan accordingly.

REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ABA, ABA-RA, ABC, BMA, FAA, IEA, IEB, IED, IFB, IGP-RA, IRB-RA

Responsible Office: Deputy Superintendent

Parent Involvement

I. PURPOSE

To ensure a strong home-school partnership, promote and increase effective, well structured, and comprehensive parental involvement practices, and ensure that parental involvement efforts reflect the cultural and linguistic diversity of local school communities.

II. RATIONALE

Involving parents in their children's education results in mutually supportive relationships among students, parents, and staff that will guide and enhance the intellectual and social development of students.

III. DEFINITION

The term "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling. In this regulation, "comprehensive parental involvement" is intended to include research based, Six National Standards for Parent/Family Involvement Programs as follows:

1. Communicating
2. Parenting
3. Student Learning
4. Volunteering
5. School Decision-making and Advocacy
6. Collaborating with Community

IV. PROCEDURES FOR SCHOOLS

All MCPS employees are expected to convey a commitment to parent involvement. School staff are expected to take the initiative to reach out to parents in a variety of ways to encourage parent participation. In addition, local schools are encouraged, in collaboration with their parent community, to develop a local school statement which articulates a shared responsibility and strategies to support: student learning and high achievement; effective, frequent two-way communication between school and home; and family, school, community partnerships aligned with school improvement plan goals.

- A. Each local school will include on its school improvement team: school staff, parents, and students (when appropriate) who reflect the rich linguistic and cultural diversity of the local school community.
- B. The school improvement team should consider how parental involvement is incorporated into its School Improvement Plan.
- C. Each local school should work in cooperation with parents, parent groups and PTAs, to develop and maintain a clear, regular two-way communication system that:
 1. Provides information on issues such as: local school and school system policies, practices and regulations, including discipline procedures, instructional programs, opportunities for collaboration, school or system initiatives, regular student progress reports, assessments, and parent-teacher conferences, through a variety of traditional and non-traditional means such as, but not limited to, newsletters, school-parent orientation programs, checklists, web sites, and list serves
 2. Solicits and considers parent comments and concerns, and makes use of parent talents
 3. Strives to ensure that staff are accessible for parent-teacher communications
 4. Uses the resources of the community and central offices
- D. Work in cooperation with the PTA and other parent groups to support programs for parents to learn how to create and sustain a home learning environment by:
 1. Sharing information, materials, and programs about how parents can:
 - a) Recognize that they have an essential role to play in their children's education by supporting, encouraging, and assisting their children to learn
 - b) Get information on "parenting" topics such as nutrition, health, self esteem, parent/child communication, motivation, discipline, child development, and other topics relevant to the specific population

2. Providing space for parent training and parent materials, as feasible
3. Ensuring that parenting information is provided to parents on a regular, systematic basis by using such forums as parenting sections in newsletters, discussion groups, conferences, workshops, web sites, and list serves, etc. Parenting information should be translated, as appropriate and feasible.

E. Assist parents in playing an integral role in student learning by:

1. Providing appropriate information for staff to work effectively with parents in order to support the concept of learning at home, including such topics as:
 - a) How to support academic and behavioral expectations
 - b) How to share curriculum content with parents
 - c) How to facilitate parent participation in children's learning at home
2. Providing materials on what their child is learning and how to expand on school learning at home, as well as suggestions about available resources
3. Suggesting ways that parents can enrich and support the curriculum

F. In accordance with regulation IRB-RA *Use of Volunteer Services*, encourage parents to volunteer in the classroom, in other areas of the school, and/or at home by:

1. Providing information for staff use in the development of jobs for volunteers
2. Maximizing opportunities for parent volunteer participation, including the participation of parents with special needs or limited English proficiency, and parents of students with special needs or limited English proficiency
3. Providing orientation and training for parent volunteers, seeking support from central office personnel when appropriate
4. Identifying a member of the school staff to work cooperatively with the PTA, and other parent groups to encourage parent participation

G. Respect the right of parents to serve as advocates and support this advocacy by:

1. Recognizing that advocacy requires that people understand issues, and have information about the processes for addressing these issues, including due process rights
2. Encouraging parents to participate in the development, monitoring, and evaluation of the school improvement plan
3. Providing leadership/advocacy information for parents
4. Encouraging the growth and development of parent groups, PTAs, and other community groups that reach out within the school community, as well as participating in county, state and national efforts for children and for education

H. Collaborate with local community resources and informing families about those resources by:

1. Identifying resources that serve families within the community
2. Informing school staff of the resources for families available in the community
3. Involving community members in school volunteer and mentor programs
4. Providing information about community agencies that provide family support services and adult learning opportunities
5. Developing partnerships with local business and service groups to advance student learning and to assist schools and families

V. PROCEDURES FOR CENTRAL OFFICES

All MCPS employees are expected to convey a commitment to parent involvement and demonstrate respect for parent involvement. To support this commitment and to ensure implementation of the parent involvement policy and regulation, appropriate staff in central offices will encourage and assist:

- A. Local schools in their comprehensive parent involvement efforts and in the use of interpreter and translation services whenever feasible
- B. Communication with parents about school system policies, practices, regulations, and other general information
- C. Development of parenting programs and materials for all parents including those who are English language learners or have special needs. This may include the use of cable television, pamphlets, adult education courses, parent resource areas, parent information centers, and programs designed to orient new parents to MCPS by:
 1. Providing materials and resources to inform staff and parents
 2. Helping parents with school-related issues, resolving problems, and finding resources
 3. Informing parents about the organization and function of the MCPS system
 4. Disseminating information about school and community resources to parents and staff
 5. Identifying and sharing successful parent involvement programs, plans, and activities for use by local schools
- D. Countywide volunteer opportunities by providing appropriate information
- E. The development of parent leadership through PTAs and other recognized groups

F. Collaboration with businesses, organizations, and other government agencies to gain support and assistance for parent involvement efforts

G. Information and training by:

1. Providing information for staff and parents to enable them to understand and support effective parent involvement
2. Providing training for parents and staff to develop positive communication skills, including cultural competence and collaboration skills, and parent outreach strategies
3. Including rationale for parent involvement in A & S training, as well as new principal and new staff training

H. Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family involvement practices in their training programs

I. Development of methods to accommodate and support parent involvement for all parents with special circumstances, including those who are English language learners, those with disabilities, and those living in poverty

J. Local schools to use the data obtained from a variety of sources, including such things as the MCPS parent surveys to develop their school improvement plans

Regulation History: New Regulation, August 21, 1991; revised July 21, 2003

READING BROOKHAVEN E.S. 2011-2012

STUDENT AND STAKEHOLDER FOCUS (Title I #1)

Based on the analysis of MSA disaggregated student data the following was revealed as areas of need:
Grade 3 (current grade 4)
75% of LEP subgroup met A.M.O.
81.3% of AA subgroup met A.M.O.
77.8% of Hispanic subgroup met A.M.O.
In order to ensure that all subgroups meet the 2012 (90.6%) A.M.O. the above subgroups will be closely monitored
Grade 4 (current grade 5)
72.7% of LEP subgroup met A.M.O through Safe Harbor
75% of Special Ed. subgroup met A.M.O. through Safe Harbor
In order to ensure that all subgroups meet the 2012 (90.6%) A.M.O. the following subgroups will be closely monitored:
54.5% Special Ed.
73.6% LEP
Based on the analysis of TN2 disaggregated student data the following areas of need were revealed:
Grade 2 (current grade 3)
40% of LEP/ESOL students met/exceeded
50% NCE on TN2
41% of Hispanic students met/exceeded
50% NCE on TN2
25% of Special Ed. met/exceeded 50% NCE

LEADERSHIP

As a Professional Learning Community and in keeping with our Vision and Mission belief to provide students with opportunities to achieve in a learning environment that values and challenges all students, we have chosen a goal that reflects that core belief:
100% of our students will attain the grade level benchmark in reading for their respective grade.

STRATEGIC PLANNING

During the 2011-2012 year Brookhaven E.S. will demonstrate increased reading proficiency as measured by grade-level performance assessments.
Our MSA goal is for 100% (within the confidence interval) of grades 3, 4 and 5 students, including all subgroups represented in our school, demonstrating proficiency or advanced performance in reading. This is in alignment with our core value of high expectations for all Brookhaven students.
We will use the AMO goals established by the MSDE FY13 of 95.3% for 2012 to chart our progress on MSA reading.
Measurable goals for 11-12 using AMO targets for FY13:
Grade 2 (current grade 3)
Based on TN2 and benchmark reading data results:
Number of African-American students needing direct reading intervention to meet the SIP goal (5 students)
Number of Hispanic students needing direct reading intervention to meet the SIP goal (11 students)
Number of Free/Reduced Meals students needing direct reading intervention to meet the SIP goal (13 students)
Number of LEP students needing direct reading intervention to meet the SIP goal (15 students)
Number of Special Education students needing direct reading intervention to meet the SIP goal (7 students)
All other subgroups need to be closely monitored to ensure they maintain or exceed the same rate of progress in reading in order to meet the AMO on MSA for '12
Grade 3 (current grade 4):
Based on MSA and benchmark reading data results:
Number of African-American students needing to move from basic to proficient (3 students)
Number of Hispanic students needing to move from basic to proficient (6 students)
Number of Free/Reduced Meals students needing to move from basic to proficient (7 students)
Number from ELL subgroup will move from basic to proficient (7 students)

PROCESS MANAGEMENT

(Title I # 6, 7, 9)

Goals will be accomplished through data analysis, strategic team planning and instruction, monitoring of instructional program and interventions.
Planning: Teams will develop quarterly unit plans using concept maps, develop weekly formative assessments, utilize daily planning sheets and establish consistent standards for proficiency.
Instruction: Instruction focuses on deep understanding through use of concept maps, visuals, activators and summarizers, and increased student interaction. Instruction will include strategies to increase ELL learner participation, language and vocabulary acquisition and communicate high expectations.
Every student in grades K-5 will receive small group guided reading every day.
Monitoring: Teams meet weekly to determine which students are not reaching proficiency on the formative assessments.
Grade level teachers will maintain monitoring tools that record levels of proficiency on grade level formative assessments in reading, writing, and math. Reading assessments will be done monthly and the writing assessment will be done twice per quarter. Leadership Team will review this data in summary on a quarterly basis.
Intervention: Specific student needs will be identified through various assessment measures. Students identified as reading one and one-half to two years below grade level will receive LLI as an intervention in grades 1-3 and the Read About for grades 3-5. Interventions will be implemented and monitored utilizing the classroom teacher, the paraeducator, and the assigned AIT to provide reading instruction and previewing to ensure that all students' literacy needs are met in order to reach proficiency.

PERFORMANCE RESULTS

(Title I #9)

Current: 10-11
Reading 85.9%

*See tables A, B, C

**AMO for FY2012
Reading: 90.6%**

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT (Title I #8)

- **Fall, Winter, Spring:**
MCPSAP-PR Assessment(K-2)
- **MAP-R(Fall, Winter, Spring)**
- **Fountas & Pinnell Assessment (3-5)**
- Monthly data chats between teachers and administration regarding formative assessments
- **Monitoring tools developed through collaboration of classroom teachers and IST.**
- **Student work samples, including reading response logs**
- **Formative assessments: For progress monitoring based on what is outlined in MCPS Grading and Reporting for standards-based report card for grades 1-5**
- **All teachers will submit monthly reading, fluency and comprehension levels on students.**
- **Informal reading assessment checklist (primary mClass progress monitoring)**
- **Walk-throughs**
- **Observations, formal and informal**

FACULTY AND STAFF FOCUS

(Title I #3, 4, 5) Based on trend data results of our ELL and Special Education students the following areas will serve as our prof. dev. focus for 11-12

- Continued training/support on strategies for meeting the needs of special education and ELL students in the classroom
- Training/support on effective writing instruction using the Writer's Workshop model and 6+1 Traits of Writing
- Continued Reading support on writing in response to reading
- Jacob's Ladder, Junior Great Books and William and Mary and PADI: implementation of GT programming to increase student achievement and rigor in reading.

Brookhaven E.S. Math SIP

STUDENT AND STAKEHOLDER FOCUS

Based on an in depth analysis of disaggregated data by subgroup. We found:

Grade 2 (Current Grade 3):
46% of LEP/ESOL students met/exceeded 50%NCE
45% of Hispanic students met/exceeded 50%NCE
17% of Special Ed. students met/exceed 50% NCE

Grade 3 (current grade 4)
85.7% of LEP subgroup proficient/advanced on MSA
Grade 4 (current grade 5)

In order to ensure that all subgroups meet the 2012 (89.7%) A.M.O. the following subgroups will be closely monitored:
62.5% of Special Ed. subgroup proficient/advanced on MSA
81.8% of ELL subgroup proficient/advanced on MSA

FACULTY AND STAFF FOCUS

- Teachers K-5 will provide acceleration and re-teaching in small group instruction within the classroom to meet the needs of all students

- Continue to analyze gathered data and regroup students into accelerated groups to provide more differentiated instruction and access to above-grade-level curriculum. (Grades 3-5)

- Teachers will be provided with training and on-going support on effective ways to incorporate problem solving strategies into daily instruction to support critical thinking.

- Identify and provide FASTT Math for 3-5 grade students that require additional support in basic facts fluency.

LEADERSHIP

As a Professional Learning Community and in keeping with our Vision and Mission belief our goal is to provide students with opportunities to achieve in a learning environment that values and challenges all students every day.

STRATEGIC PLANNING

Measurable goals for 11-12:

Grade 2 (current grade 3)

Based on TN2and benchmark math data results;
Number of Limited English Proficient students needing direct math instruction/ intervention to meet the SIP goal (18 students)
Number of Hispanic subgroup needing direct math instruction/ intervention to meet the SIP goal 15 students)

Grade 3 (current grade 4):

Based on MSA and benchmark math data results:
All subgroups except Special Education have met or exceeded AMO target for 2011 therefore we will focus on movement from proficient to advanced.
Number of Special Education students needing direct math intervention to meet the SIP/AMO goal (2 students)
10% of each subgroup will move from proficient to advanced (6 students total)

Grade 4 (current grade 5)

Based on MSA and benchmark math data results:
Number from Special Education subgroup will move from basic to proficient (3 students)
Number from ELL subgroup will move from basic to proficient (3 students)
Number from ELL subgroup will move from proficient to advanced (2 students)
All other subgroups will continue to be monitored to ensure they maintain or exceed the same rate of progress in math in order to meet the SIP goal

PROCESS MANAGEMENT

Planning: Teams will develop unit plans using concept maps, develop formative assessments that focus on SC, and establish consistent standards for proficiency.

Instruction: Instruction focuses on deep understanding through use of concept maps, visuals, activators and summarizers, and increased student discourse.

Monitoring: Teams meet weekly to determine which students are not reaching proficiency on the formative assessments and develop intervention plans for students.
Grade level teachers will maintain monitoring tools that record formative assessment scores and quarterly BCR assessments. Leadership Team will review this data in summary on a quarterly basis.

Intervention: Specific student needs will be identified through SC formative assessments, Number Relationship questions on unit assessments and other assessment measures.
Interventions will be planned utilizing the classroom teacher, the paraeducator, and the assigned AIT to provide interventions and previewing to ensure that all students reach proficiency.

PERFORMANCE RESULTS

See table 1, 2, 3

AMO for FY12:
Math: 89.7%

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Unit Assessment Data
- Data from Number Relationship strand questions from Unit Assessments
- Grade level formative assessments: Number relationships assessments in Kindergarten, Grading and Reporting Tasks for grades 1-5, SC formative assessments in grades 3-5
- Intervention plans for students not proficient (grade level team meeting notes)
- Monthly data chats between teachers and administration
- Observations, formal and informal