

Glen Haven Elementary School

Baldrige-Guided School Improvement Plan



2011 – 2012

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Glen Haven Elementary School School Improvement Team Information

Principal: Dr. Joanne Smith

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 (required):		
Dr. Joanne Smith	<i>Joanne Smith, Ed.D.</i>	Principal
Elizabeth Deigan	<i>Elizabeth Deigan</i>	Assistant Principal
Yvette Reynolds	<i>Yvette Reynolds</i>	Staff Development Teacher
Jennifer Lucina (G. Garza)	<i>Gabriela Garza</i>	Reading Specialist/Coach
Cora Harriston	<i>Cora Harriston</i>	Special Education Teacher
Sue Ginsberg	<i>Sue Ginsberg</i>	Title I Instructional Specialist
Sheila Manevitz	<i>Sheila Manevitz</i>	Math Content Coach
Mary Courtney Green	<i>Mary Courtney Green</i>	Gifted/Talented Teacher
Michelle Olson	<i>Michelle Olson</i>	Instructional Technology Teacher
Rebecca Willis	<i>Rebecca Willis</i>	School Counselor
Allison Green (D. Dyson)	<i>Allison Green</i>	ESOL Teacher
Angela Bisogno	<i>Angela Bisogno</i>	Team Leader - Kindergarten
Brittany Petty	<i>Brittany Petty</i>	Team Leader - Grade 1
Andrea Caruso	<i>Andrea Caruso</i>	Team Leader - Grade 2
Mary Courtney Green	<i>Mary Courtney Green</i>	Team Leader - Grade 3
Kevin McGeogh	<i>Kevin McGeogh</i>	Team Leader - Grade 4
Jennifer McGeogh	<i>Jennifer McGeogh</i>	Team Leader - Grade 5
Theresa Barnes	<i>Theresa Barnes</i>	Elected Faculty Representative
Noelia Torres	<i>Noelia Torres</i>	Parent Outreach Coordinator
Carmela Somarriba	<i>Carmela Somarriba</i>	Elected Support Representative
Parents/Guardians (required):		
Carmen Romero	<i>Carmen Romero</i>	PTA President
Others (Students, Business/Community Members):		

Listed below are the dates the Glen Haven Elementary School improvement team will meet during 2011-2012 to review the school improvement plan, monitor action plans, and identify next steps.

Date	Time	All – or Half-Day
September 2, 2011	10:00 a.m. – 1:00 p.m.	Half-day
September 6, 2011	9:30 a.m. – 3:30 p.m.	All-Day
September 20, 2011	9:30 a.m. – 3:30 p.m.	All-Day
September 23, 2011	9:30 a.m. – 1:00 p.m.	Half-day
October 11, 2011	9:30 a.m. – 3:30 p.m.	All-Day
November 1, 2011	9:30 a.m. – 3:30 p.m.	All-Day
November 17, 2011	9:30 a.m. – 3:30 p.m.	All-Day
December 16, 2011	9:30 a.m. – 3:30 p.m.	All-Day
January 31, 2012	9:30 a.m. – 3:30 p.m.	All-Day
February 17, 2012	9:30 a.m. – 3:30 p.m.	All-Day
April 30, 2012	9:30 a.m. – 3:30 p.m.	All-Day
May 23, 2012	9:30 a.m. – 3:30 p.m.	All-Day
June 8, 2012	9:30 a.m. – 3:30 p.m.	All-Day

Glen Haven Elementary School

I. Leadership

In order to implement the vision and mission of Glen Haven Elementary we are committed to continuous improvement using the Baldrige Guided School Improvement Process. This continuous process involves collaboratively analyzing school and classroom data with our stakeholders to develop and monitor action plans that focus our efforts.

The Baldrige School Improvement Team is chaired by the assistant principal. Members of the team include the principal, assistant principal, staff development teacher, reading specialist, math content coach, school counselor, gifted and talented teacher, grade level team leaders, ESOL teacher, special education teacher, instructional technology teacher, PTA president, parent outreach coordinator, representative for support staff, elected faculty representative, and Title I instructional specialist. This team is responsible for guiding the vision of Glen Haven Elementary. The school improvement planning process includes:

- Collecting and reviewing student, staff, and parent surveys
- Examining school-wide initiatives and supports
- Monitoring school improvement goals and making change or modifications as necessary
- Differentiating (small and whole group) professional development that is relevant and aligns with the school improvement plan
- Reviewing action plans quarterly with revisions made as necessary
- Sharing the School Improvement Plan with staff members and following actions as outlined

In July of 2010, the Glen Haven Elementary School Professional Leadership Community Team studied the literature of How to Thrive as a Teacher Leader. This literature laid the groundwork for the development of the School Improvement plan and its implementation. The leadership team focused on leadership skills such as motivational leadership, communicating your leadership, interpersonal leadership and instructional leadership. The theme of “Thriving as a Teacher Leader Act II” was presented to the staff during 2011 pre-service and continues to be the foundation of shared leadership.

As a teacher leader, it is imperative to promote a professional climate and community through actively creating, nurturing, and promoting a supportive environment for students and stakeholders. Glen Haven Elementary School promotes this professional climate through engagement in team building, nurturing growth and professionalism, emphasizing staff development, and encouraging reflection of all stakeholders. It is this climate that will contribute to meeting the goals of the Glen Haven School Improvement Plan.

The goal for Glen Haven Elementary School, which is embedded in the Action Plan, is that staff, students, and parents will work collaboratively to ensure that student’s achievement in reading and mathematics increase for all subgroups, as measured by Maryland School Assessment Annual Measurable Objectives of 90.6% in Reading and 89.7% in Mathematics. Montgomery County Public School’s expectation is that 80% of its students will be college-able by the year 2014.

The Linkages Charts describe the role of leadership and the monitoring tools that enable Glen Haven to achieve its mission through:

- Glen Haven Elementary Professional Learning Community Leadership Team
- Curriculum Team Meetings
- Staff Meetings/Professional Development
- Vertical and Horizontal Articulation Meetings
- Quarterly Data Meetings
- Title I Information Meetings
- Baldrige-Guided Practices
- Back to School Night
- Teacher-Parent Conferences
- Email, Web Page
- Grade Level Parent Meetings
- PTA Meetings
- *Character Counts* Program

The vision, expectations, and School Improvement Plan are communicated to Glen Haven stakeholders through a variety of sources. Principal's Pride newsletters, grade level newsletters, and Parent Outreach/PTA newsletters are distributed monthly in both English and Spanish. Back to School Night, Reading Night, Math Night, Grade Level Parent Meetings, Title I information meetings, PTA meetings, Language Line, Parent Liaison, Connect-ED calls, personal phone calls, and e-mail messages provide opportunities to share our goals and expectations with parent stakeholders. Staff meetings and staff development trainings, grade level team meetings, vertical and horizontal articulation meetings, planning sessions, and e-mails provide continuous updates to the professional and support staff.


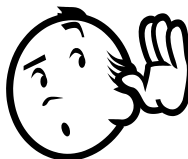

Montgomery County Public Schools Vision Statement Glen Haven Elementary Vision Statement

Glen Haven Elementary and its stakeholders believe and support the mission of Montgomery County Public Schools. The people of Montgomery County believe that a quality education is a fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes needed to become successful, contributing members of a changing global society.

Our Mission

We will work collaboratively with all of our stakeholders to create, maintain and foster a learning community that promotes academic excellence for all of our children.

Glen Haven Elementary School’s vision looks, sounds, and feels like...

<p style="text-align: center;">Looks Like</p> <ul style="list-style-type: none"> • Smiling students, staff, parents and community members • Challenging academic environment • Partnerships between students, parents, and staff that support all stakeholders • Beautiful and clean environment in which students can learn • Baldrige Quality Tools are used consistently and effectively 	
<p style="text-align: center;">Sounds Like</p> <ul style="list-style-type: none"> • Students encouraging each other • Staff and parents engaged in conversations about students development • A school that recognizes each other’s accomplishments • Staff involved in productive and collaborative conversations • Compliments, positive comments, and constructive feedback in a positive tone 	
<p style="text-align: center;">Feels Like</p> <ul style="list-style-type: none"> • Warm, loving and nurturing environment • All individuals valued and accepted • A place where all stakeholders are respected, responsible, honest, and fair • A positive learning environment full of energy and excitement • A safe place for all students, staff, and parents 	

II. Organizational Performance Results-Goals and Objectives

The summative measures used to determine progress with the School Improvement Plan goals over time are Montgomery County Public Schools Assessment Program for Primary (MCPSAP-PR) (Grades K-2 reading), Terra Nova II (TN2) (2nd grade reading and math), Maryland School Assessment (MSA) (Grades 3-5 reading and math), Measures of Academic Progress in Reading (MAP-R) (Grades 3-5 reading), Fountas & Pinnell Benchmark Assessment System (F&P) (Grades 3-5 reading), spelling inventories (Grades K-5), and math unit assessments (Grades K-5). This data will be compared to the results of similar schools, Montgomery County, and the state of Maryland.

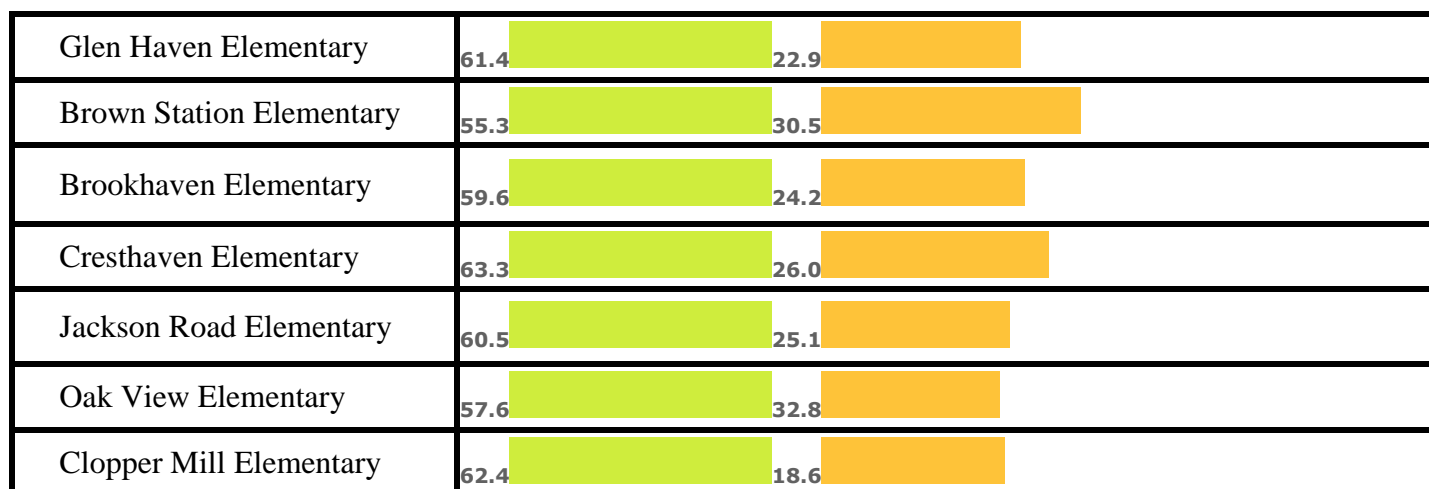
The curriculum team oversees the daily implementation of curriculum performance, acceleration, differentiation, and rigor. Meetings are held monthly to discuss the needs of individual students to ensure they are receiving appropriate support and interventions to best meet their needs.

Glen Haven Elementary School's academic goals are established and the action plan is reviewed quarterly. Horizontal and vertical teams analyze and discuss students' reading and math data at weekly team meetings. All teachers provide remediation and acceleration in reading and math based on data analysis. Quarterly data meetings are held to discuss individual students and ensure that they are receiving proper differentiation and/or acceleration.

Professional development is provided throughout the school year for staff on differentiation and acceleration, use of math manipulatives, Words their Way spelling program, phonics instruction, use of technology, inclusion, Junior Great Books, Jacob's Ladder, Brief Constructed Response (BCR) instruction, 6 + 1 Traits of Writing, Program of Assessment, Diagnosis and Instruction (PADI), writing in math, professional development workshops, lesson modeling, plug-in support, and pull-out support for level one Limited English Proficient (LEP) students. Additional support is provided by the staff development teacher, reading specialist, math content coach, gifted and talented teacher, special education resource teachers, English Speakers of other Languages (ESOL) teachers, technology teacher, and by Montgomery County Public Schools (MCPS) resources.

School Improvement in Maryland

2011 MSA Reading - All Grades



KEY

Proficiency Levels:

■ Proficient ■ Advanced

Glen Haven Elementary School's performance on the Maryland School Assessment (MSA) in reading and mathematics is comparable to schools with similar Free and Reduced Meals (FARMS) rate.

Name	Proficient		Advanced		Prof + Adv		% Free and Reduced Meals
	%	#	%	#	%	#	
Glen Haven Elementary	61.4	136/225	22.9	53/225	84.3	189/225	68.7
Brown Station Elementary	55.3	99/176	30.5	51/176	85.8	150/176	66.1
Brookhaven Elementary	59.6	105/173	24.2	40/173	83.8	145/173	66.4
Cresthaven Elementary	63.3	243/387	26.0	101/387	89.3	344/387	67.3
Jackson Road Elementary	60.5	146/241	25.1	60/241	85.6	206/241	67.2
Oak View Elementary	57.6	172/303	32.8	102/303	90.4	274/303	68.2
Clopper Mill Elementary	62.4	107/177	18.6	35/177	81.0	142/177	65.6

School Improvement in Maryland

2011 MSA Mathematics - All Grades

Glen Haven Elementary	60.6	20.8
Brown Station Elementary	55.3	28.1
Brookhaven Elementary	59.7	23.7
Cresthaven Elementary	60.3	21.9
Jackson Road Elementary	65.6	12.9
Oak View Elementary	48.3	40.0
Clopper Mill Elementary	57.1	13.6

KEY

Proficiency Levels:

■ Proficient ■ Advanced

Glen Haven Elementary School's performance on the Maryland School Assessment (MSA) in reading and mathematics is comparable to schools with similar Free and Reduced Meals (FARMS) rate.

Name	Proficient		Advanced		Prof + Adv		% Free and Reduced Meals
	%	#	%	#	%	#	
Glen Haven Elementary	60.6	138/227	20.8	45/227	81.5	183/227	68.7
Brown Station Elementary	55.3	99/178	28.1	50/178	83.4	149/178	66.1
Brookhaven Elementary	59.7	102/173	23.7	42/173	83.4	144/173	66.4
Cresthaven Elementary	60.3	231/386	21.9	85/386	82.2	316/386	67.3
Jackson Road Elementary	65.6	158/241	12.9	31/241	78.5	189/241	67.2
Oak View Elementary	48.3	147/305	40.0	122/305	88.3	269/305	68.2
Clopper Mill Elementary	57.1	97/176	13.6	23/176	70.7	120/176	65.6

Assessment results will be used to improve student performance and enhance classroom instruction. Consequently, action plans have been developed that outline methods to ensure equitable support for all learners. Professional development opportunities will target instructional delivery in an inclusive setting. Glen Haven Elementary School's students, staff, and parents will work collaboratively to ensure that students' achievement in reading and mathematics increase for all subgroups, as measured by the Maryland School Assessment Annual Measureable Objectives (AMO) of reading 90.6% and mathematics 89.7% by spring 2012. However, Glen Haven Elementary School's goal is 91.0% (AMO) on both MSA reading and mathematics. Additionally, Glen Haven Elementary School's performance target on the Terra Nova (TN2) is 85.0%.

Performance Targets 2011-2015

Key performance targets for data points in Goals One and Two raise expectations and standards for student and school performance and reinforce a commitment to eliminating the gap in student performance by race and ethnicity and other student groups. Targets reflect the requirements of national, state, and local accountability mandates and considers expectations about where MCPS wants to be in five years.

Performance Targets	2011	2012	2013	2014	2015
Grade 2 Reading —Percentage of students meeting or exceeding benchmark	81	85	89	93	97
Grade 5 Math 6 or Higher —Percentage of students successfully completing	TBD				
ES MSA Reading — Percentage of students at or above proficient	85.9	90.6	95.3	100	100
ES MSA Mathematics — Percentage of students at or above proficient	84.5	89.7	94.8	100	100
Elementary School Suspension Rate — Percentage of students suspended at or below	1.3	1.3	1.3	1.3	1.3
MS MSA Reading — Percentage of students at or above proficient	85.6	90.4	95.2	100	100
MS MSA Mathematics — Percentage of students at or above proficient	78.6	85.7	92.9	100	100
Grade 8 Algebra —Percentage of students successfully completing with C or higher	TBD				
Middle School Suspension Rate — Percentage of students suspended at or below	6.5	6.5	6.5	6.5	6.5
Middle School Ineligibility — Percentage of students ineligible at or below	10.8	8.9	7	5	5
Grade 11 Algebra 2 — Percentages of students successfully completing with C or higher	TBD				
High School MSA Reading — Percentage of students at or above proficient	79.5	86.3	93.2	100	100
High School MSA Math —Percentage of students at or above proficient	73.7	82.4	91.2	100	100
SAT/ACT Participation —Percentage of students participating	77	78	79	80	80
SAT/ACT Performance — Percentage of test takers scoring 1650 or above on SAT combined score or 24 or above on ACT composite score	62	68	74	80	80
AP/IB Exam Performance —Percentage of graduating seniors earning 3 or higher on AP exam or 4 or higher on IB exam	69	73	77	80	80
Graduation Rate* —Percentage of students graduating	96	TBD			
High School Suspension Rate —Percentage of students suspended at or below	6.5	6.5	6.5	6.5	6.5
High School Ineligibility —Percentage of students ineligible at or below	19.4	16.8	14.2	11.7	11.7

 State Target

* Although graduation is a state target, the MCPS graduation target is higher than the state target.

III. Student and Stakeholder Focus

Glen Haven Elementary School is committed to the invaluable input of all stakeholders in developing focused school improvement goals. As a result of this input, action plans are developed in meeting these goals. Glen Haven's stakeholder groups are:

Families

Parent Teacher Association
Parent Outreach Coordinator
Fort Detrick, Silver Spring
Community Partners
Ruth Rales Comcast Kids Reading Network
Gilchrist Center
Kensington Wheaton Youth Services

Students

Student Government
Safety Patrols
Student Clubs and Organizations
Partners in Learning
Learning Support Program
George B. Thomas Saturday School

Staff

Professional Learning Communities School Leadership Team
Administrators
Classroom Teachers (General Education, Special Education, English Speakers of Other Languages, and Resource)
Specialists
Curriculum Team
Support Staff
Building Services
Cafeteria Staff
Office Staff

MCPS

Office of School Performance
Office of Curriculum and Instructional Programs
Office of Human Resources and Development
Office of Special Education and Student Services
Department of Family and Community Partnerships
Division of Title I Programs
Division of Food and Nutrition Services

Parent input is collected from parents through evaluations at the end of parent meetings, through PTA meetings, end-of-the school year satisfaction survey, parent conferences and communications with staff.

Student input is gathered through meetings with the Student Government Association, classroom town meetings, instructional evaluations at the end of instruction, and end-of-the school year student surveys.

Staff input is collected through quarterly data chats, weekly team meetings, quarterly articulations, staff meetings, monthly curriculum team meetings, informal meetings, formal meeting, evaluations at the end of all meetings, end-of- the year needs assessment, and end-of-the year surveys.

Montgomery County Public Schools (MCPS) currently support the school improvement efforts at Glen Haven Elementary School (GHES) as follows:

- MCPS provides reduced class size in the early elementary grades. Kindergarten, first and second grade classes have a ratio of 18:1 students per class.
- Glen Haven Elementary's leadership team was one of the first cohorts of schools to participate in MCPS Professional Learning Communities Institute (PLCI). MCPS created the PLCI in 2005 to help school leadership teams increase student achievement and eliminate the achievement gap by developing and strengthening a climate at each school devoted to continuous learning and professional growth. The PLCI experience helped teams to examine their own belief systems and empowered them to establish and communicate high expectations for all students. The PLCI also built the capacity of school leaders to make instructional decisions that led to increased student achievement.
- The Pre-Kindergarten program provides Pre-Kindergarten education for four year old children. Pre-Kindergarten provides a comprehensive family program including preschool education, health, social services, and parent involvement for eligible families. The program provides learning experiences and opportunities that help children develop abilities and learn concepts necessary for successful school performance.
- Monitoring and support of the curriculum is provided by the Glen Haven Elementary Curriculum Team, supported by members of the Office of School Performance, to ensure that all content-area curricula is being taught and that appropriate formative and summative assessments are being administered with fidelity.
- Individual student achievement data will be strategically monitored and used to provide targeted interventions and enrichment.
- Glen Haven Elementary promotes inclusion of special education students by providing the needed support within the general education classroom. When necessary, students may be pulled out of the classroom for small group instruction.
- The Office of Special Education and Student Services support ongoing development for staff in assisting them in providing educational support for special education services in the classroom.

- Montgomery County and non-profit agencies will be enlisted to help develop and expand quality after-school and weekend programs for students. Currently the following non-profit agencies have agreed to participate in these efforts: Commonweal Foundation, Junior Achievement, Gilchrist Center, Kensington Wheaton Youth Services and the George B. Thomas Learning Academy Saturday School. In-school program support by non-profit agencies is provided by Ruth Rales Comcast Kids Reading Network and Montgomery County Teacher's Federal Credit Union.
- Glen Haven Elementary and appropriate MCPS offices will increase efforts to strengthen home-school partnerships and develop a quality parent outreach program.
- Glen Haven Elementary School offers parents many opportunities to understand how their children are learning:
 - ✓ Back to School Night
 - ✓ Grade Level Parent Meetings
 - ✓ Family Reading Night
 - ✓ Family Math Night
 - ✓ Parent Involvement Training
 - ✓ Parent Teacher Association (PTA)

Needs Assessment

Our data sources include the Maryland State Assessment (MSA), the Terra Nova II (TN2), mClass, Measures of Academic Progress in Reading (MAP-R), Fountas & Pinnell Benchmark Assessment System (F&P), Brief Constructed Responses (BCRs), data meetings, data chats, walkthroughs, lesson plans, Math Unit Assessments, and examining students' work. The data is maintained in a locally created database and in the MyMCPS Instructional Management System (IMS).

Data Analysis Process

In the spring of 2011, Glen Haven Elementary School's staff was involved in data driven decision-making through end-of-the-year articulations. These articulations provided staff with opportunities to use data to establish class placement of students, to dialogue about strengths and weaknesses of our instructional models, indicate areas of need for professional growth, and provide feedback on recommendations for program changes.

In the summer of 2011, Glen Haven Elementary School's Terra Nova II (TN2) baseline results and longitudinal MSA data were shared with the Leadership Team. During the summer leadership week, Glen Haven Elementary Leadership Team spent significant time analyzing Glen Haven Elementary's created surveys of students, staff, and parents and MSA student data that guided the leadership team in crafting data presentations that were shown during pre-service week. During pre-service week, teachers were provided with student level data to review as we examined our instructional program. Teachers were involved in continued conversations about implications for school programming.

In the fall of 2011, Glen Haven Elementary School's staff meetings will be devoted to the examination of Terra Nova II (TN2) data, Maryland School Assessment (MSA) data, closer analysis of subgroup data and instructional strategies. Staff meetings will be differentiated to provide the opportunity to examine data, to share best practices, and to dialogue about instructional delivery. Glen Haven will have a series of data

meetings designed to monitor student achievement and gauge program effectiveness. Based on data, staff will be provided opportunities to develop a clearer understanding of instructional needs, and develop better strategies to assist students in reaching and/or exceeding school improvement goals.

All instructional decisions are data-driven and closely monitored on a weekly, monthly and/or quarterly basis. Math classes are heterogeneously grouped in kindergarten through grade five; with the exception of one accelerated class in grades three through five. All math classes provide enrichment opportunities for all students. In Reading, students will be grouped heterogeneously, and will receive small group and guided instruction according to reading levels.

**2011 MSA Reading Scores by Grade and Race
Percent of Students (AMO of 85.9%)**

* fewer than ten students in subgroup

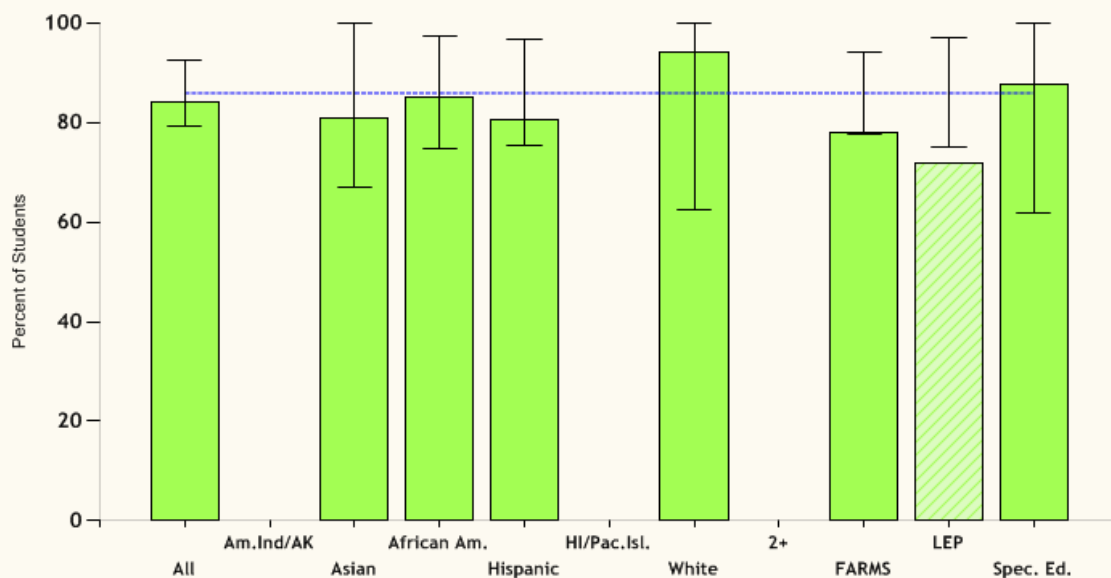
Race	Grade 3	Grade 4	Grade 5
Asian	85.7%	*	80.0%
African American	82.1%	87.0%	89.3%
White	*	*	*
Hispanic	69.7%	92.0%	83.3%

**2011 MSA Reading Scores by Grade and Special Services
Percent of Students (AMO of 85.9%)**

Special Services	Grade 3	Grade 4	Grade 5
FARMS	74.2%	80.6%	80.0%
Special Education	*	*	*
LEP	66.7%	75.0%	56.3%

2011 Maryland Report Card

AYP: Adequate Yearly Progress: Reading Proficiency
Montgomery County: Glen Haven Elementary (ID:0767)



█ AYP Met
 █ AYP Met with Safe Harbor
 █ AYP Not Met

NOTE: 2011 AMO was 85.9%.

2012 AMO will be 90.6%

	Percent Proficient	Number Proficient	Test Takers	Confidence Interval
All Students	84.2	176	209	79.2 – 92.6
American Indian/ Alaskan Native	*	*	*	*
Asian	80.8	21	26	66.9 – 105.0
Black or African American	85.1	63	74	74.6 – 97.2
Hispanic/ Latino of any race	80.7	67	83	75.3 – 96.6
Native Hawaiian or Other Pacific Islander	na	na	na	na
White	94.1	16	17	62.4 – 109.8
Two or more races	*	*	*	*
Free/Reduced Meals	78.1	107	137	77.6 – 94.2
Special Education	87.5	14	16	61.7 – 110.2
Limited English Proficient	71.8	56	78	74.9 – 96.9

'*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed. 'na' indicates too few students for AYP rules. <http://www.mdreportcard.org/>

School Improvement in Maryland

2011 MSA Reading

2011 AMO: 85.9%

▶Grade 3	Basic		Proficient		Advanced		AMO Gap
	%	#	%	#	%	#	%
All Grade 3 Students	20.7	$\frac{17}{82}$	69.5	$\frac{57}{82}$	9.8	$\frac{8}{82}$	-6.6
American Indian/ Alaskan Native	*	*	*	*	*	*	*
Asian	14.3	$\frac{2}{14}$	71.4	$\frac{10}{14}$	14.3	$\frac{2}{14}$	-0.2
African American	17.9	$\frac{5}{28}$	75.0	$\frac{21}{28}$	7.1	$\frac{2}{28}$	-3.8
Hispanic	30.3	$\frac{10}{33}$	63.6	$\frac{21}{33}$	6.1	$\frac{2}{33}$	-16.2
Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White (not of Hispanic origin)	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
Limited English Proficient	33.3	$\frac{13}{39}$	59.0	$\frac{23}{39}$	7.7	$\frac{3}{39}$	-19.2
Free/Reduced Meals	25.8	$\frac{16}{62}$	62.9	$\frac{39}{62}$	11.3	$\frac{7}{62}$	-11.7

School Improvement in Maryland

2011 MSA Reading

2011 AMO: 85.9%

Grade 4	Basic		Proficient		Advanced		AMO Gap
	%	#	%	#	%	#	%
All Grade 4 Students	12.9	$\frac{8}{62}$	72.6	$\frac{45}{62}$	14.5	$\frac{9}{62}$	1.2
American Indian/ Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
African American	13.0	$\frac{3}{23}$	65.2	$\frac{15}{23}$	21.7	$\frac{5}{23}$	1.0
Hispanic	8.0	$\frac{2}{25}$	80.0	$\frac{20}{25}$	12.0	$\frac{3}{25}$	6.1
Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White (not of Hispanic origin)	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
Limited English Proficient	25.0	$\frac{3}{12}$	75.0	$\frac{9}{12}$	0.0	$\frac{0}{12}$	-10.9
Free/Reduced Meals	19.4	$\frac{7}{36}$	66.7	$\frac{24}{36}$	13.9	$\frac{5}{36}$	-5.3

School Improvement in Maryland

2011 MSA Reading

2011 AMO: 85.9%

Grade 5	Basic		Proficient		Advanced		AMO Gap
	%	#	%	#	%	#	%
All Grade 5 Students	13.6	$\frac{11}{81}$	42.0	$\frac{34}{81}$	44.4	$\frac{36}{81}$	0.5
American Indian/ Alaskan Native	*	*	*	*	*	*	*
Asian	20.0	$\frac{2}{10}$	30.0	$\frac{3}{10}$	50.0	$\frac{5}{10}$	-5.9
African American	10.7	$\frac{3}{28}$	42.9	$\frac{12}{28}$	46.4	$\frac{13}{28}$	3.4
Hispanic	16.7	$\frac{5}{30}$	53.3	$\frac{16}{30}$	30.0	$\frac{9}{30}$	-2.6
Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White (not of Hispanic origin)	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
Limited English Proficient	43.8	$\frac{7}{16}$	50.0	$\frac{8}{16}$	6.3	$\frac{1}{16}$	-29.6
Free/Reduced Meals	20.0	$\frac{10}{50}$	54.0	$\frac{27}{50}$	26.0	$\frac{13}{50}$	-5.9

2011 MSA Math Scores by Grade and Race
Percent of Students (AMO of 84.5%)

* fewer than ten students in subgroup

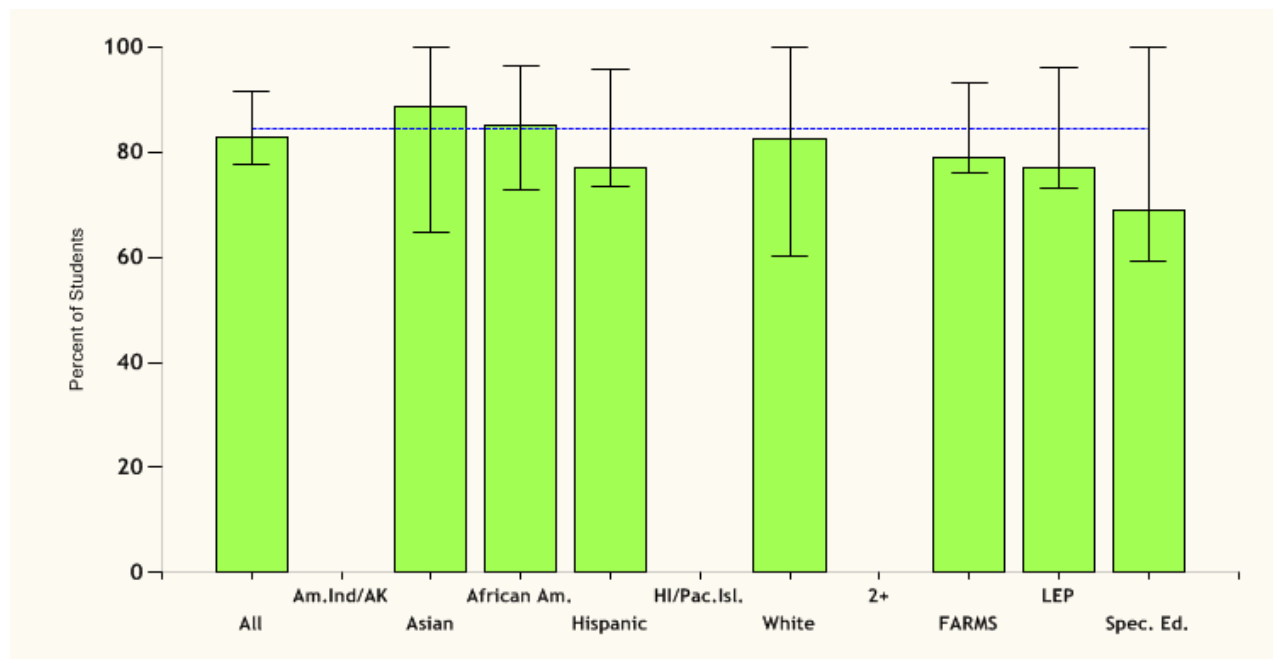
Race	Grade 3	Grade 4	Grade 5
Asian	100%	*	70.0%
African American	92.9%	87.6%	76.2%
White	*	*	*
Hispanic	66.6%	92.3%	64.5%

2011 MSA Math Scores by Grade and Special Services
Percent of Students (AMO of 84.5%)

Special Services	Grade 3	Grade 4	Grade 5
FARMS	80.6%	97.2%	56.8%
Special Education	*	*	*
LEP	74.4%	92.3%	37.5%

Annual Yearly Progress (AYP) 2011 Maryland Report Card

Mathematics Proficiency Glen Haven Elementary



AYP Met
AYP Met with Safe Harbor
AYP Not Met

NOTE: 2011 AMO of 84.5%
2012 AMO will be 89.7%

	Percent Proficient	Number Proficient	Test Takers	Confidence Interval
All Students	82.8	173	209	77.6 – 91.5
American Indian/ Alaskan Native	*	*	*	*
Asian	88.5	23	26	64.7 – 104.3
Black or African American	85.1	63	74	72.8 – 96.3
Hispanic/ Latino of any race	77.1	64	83	73.5 – 95.6
Native Hawaiian or Other Pacific Islander	na	na	na	na
White	82.4	14	17	60.1 – 109.0
Two or more races	*	*	*	*
Free/Reduced Meals	78.8	108	137	75.9 – 93.2
Special Education	68.8	11	16	59.3 – 109.8
Limited English Proficient	76.9	60	78	73.1 – 96.0

'*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed. 'na' indicates too few students for AYP rules. <http://www.mdreportcard.org/>

School Improvement in Maryland

2011 MSA Mathematics

2011 AMO: 84.5%

Grade 3	Basic		Proficient		Advanced		AMO Gap
	%	#	%	#	%	#	%
All Grade 3 Students	15.9	$\frac{13}{82}$	63.9	$\frac{52}{82}$	20.7	$\frac{17}{82}$	0.1
American Indian/ Alaskan Native	*	*	*	*	*	*	*
Asian	0.0	$\frac{0}{14}$	57.1	$\frac{8}{14}$	42.9	$\frac{6}{14}$	15.5
African American	7.1	$\frac{2}{28}$	78.6	$\frac{22}{28}$	14.3	$\frac{4}{28}$	8.4
Hispanic	33.3	$\frac{11}{33}$	54.5	$\frac{18}{33}$	12.1	$\frac{4}{33}$	-17.9
Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White (not of Hispanic origin)	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
Limited English Proficient	25.6	$\frac{10}{39}$	53.8	$\frac{21}{39}$	20.5	$\frac{8}{39}$	-10.2
Free/Reduced Meals	19.4	$\frac{12}{62}$	66.1	$\frac{41}{62}$	14.5	$\frac{9}{62}$	-3.9

School Improvement in Maryland

2011 MSA Mathematics

2011 AMO: 84.5%

Grade 4	Basic		Proficient		Advanced		AMO Gap
	%	#	%	#	%	#	%
All Grade 4 Students	7.9	$\frac{5}{63}$	58.7	$\frac{37}{63}$	33.3	$\frac{21}{63}$	7.5
American Indian/ Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
African American	<5.0	$\frac{1}{23}$	52.2	$\frac{12}{23}$	43.5	$\frac{10}{23}$	11.2
Hispanic	7.7	$\frac{2}{26}$	65.4	$\frac{17}{26}$	26.9	$\frac{7}{26}$	7.8
Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White (not of Hispanic origin)	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
Limited English Proficient	7.7	$\frac{1}{13}$	84.6	$\frac{11}{13}$	7.7	$\frac{1}{13}$	7.8
Free/Reduced Meals	<5.0	$\frac{1}{36}$	72.2	$\frac{26}{36}$	25.0	$\frac{9}{36}$	12.7

School Improvement in Maryland

2011 MSA Mathematics

2011 AMO: 84.5%

Grade 5	Basic		Proficient		Advanced		AMO Gap
	%	#	%	#	%	#	%
All Grade 5 Students	31.7	$\frac{26}{82}$	59.8	$\frac{49}{82}$	8.5	$\frac{7}{82}$	-16.2
American Indian/ Alaskan Native	*	*	*	*	*	*	*
Asian	30.0	$\frac{3}{10}$	50.0	$\frac{5}{10}$	20.0	$\frac{2}{10}$	-14.5
African American	32.1	$\frac{9}{28}$	60.7	$\frac{17}{28}$	7.1	$\frac{2}{28}$	-16.7
Hispanic	35.5	$\frac{11}{31}$	64.5	$\frac{20}{31}$	0.0	$\frac{0}{31}$	-20.0
Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White (not of Hispanic origin)	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
Limited English Proficient	62.5	$\frac{10}{16}$	37.5	$\frac{6}{16}$	0.0	$\frac{0}{16}$	-47.0
Free/Reduced Meals	43.1	$\frac{22}{51}$	49.0	$\frac{25}{51}$	7.8	$\frac{4}{51}$	-27.7

Maryland State Assessments

Race/Ethnic Subgroup Results

21 out of 26 (80.8%) **Asian** students assessed in reading in grades 3, 4, and 5 were proficient or advanced on the Reading MSA. The Reading MSA AMO target was 85.9%. In math, 23 out of 26 (88.5%) **Asian** students assessed in grades 3, 4, and 5 were proficient or advanced on the Math MSA. The Math MSA AMO target was 84.5%.

63 out of 74 (85.1%) **African American** students assessed in reading in grades 3, 4, and 5 were proficient or advanced on the Reading MSA. The Reading MSA AMO target was 85.9%. In math, 63 out of 74 (85.1%) **African-American** students assessed in in grades 3, 4, and 5 were proficient or advanced on the Math MSA. The Math MSA AMO target was 84.5%.

16 out of 17 (82.4%) **White** students assessed in reading in grades 3, 4, and 5 were proficient or advanced on the Reading MSA. The Reading MSA AMO target was 85.9%. In math, 14 out of 16 **White** students assessed in in grades 3, 4, and 5 were proficient or advanced on the Math MSA. The Math MSA AMO target was 84.5%.

67 out of 83 (80.7%) **Hispanic** students assessed in reading in grades 3, 4, and 5 were proficient or advanced on the Reading MSA. The Reading MSA AMO target was 85.9%. In math, 64 out of 83 (77.1%) **Hispanic** students assessed in in grades 3, 4, and 5 were proficient or advanced on the Math MSA. The Math MSA AMO target was 84.5%.

Special Services

107 out of 137 (78.1%) **Free and Reduced Meal** students assessed in reading in grades 3, 4, and 5 were proficient or advanced on the Reading MSA. The Reading MSA AMO target was 85.9%. In math, 108 out of 137 (78.8%) **Free and Reduced Meal** students assessed in in grades 3, 4, and 5 were proficient or advanced on the Math MSA. The Math MSA AMO target was 84.5%.

14 out of 16 (87.5%) **Special Education** students assessed in reading in grades 3, 4, and 5 were proficient or advanced on the Reading MSA. The Reading MSA AMO target was 85.9%. In math, 11 out of 16 (68.8%) **Special Education** students assessed in in grades 3, 4, and 5 were proficient or advanced on the Math MSA. The Math MSA AMO target was 84.5%.

56 out of 78 (71.8%) **Limited English Proficient** students assessed in reading in grades 3, 4, and 5 performed were proficient or advanced on the Reading MSA. The Reading MSA AMO target was 85.9%. In math, 60 out of 78 (76.9%) **Limited English Proficient** students assessed in in grades 3, 4, and 5 were proficient or advanced on the Math MSA. The Math MSA AMO target was 84.5%.

Terra Nova II

Race/Ethnic Subgroup Results

2011 TN2 Composite	MCPS 2009	GHEs 2009	MCPS 2010	GHEs 2010	MCPS 2011	GHEs 2011
Asian	77.8%	--	84.3%	57.1%	84.9%	50.0%
African American	52.0%	65.7%	59.0%	65.7%	56.8%	57.9%
White	82.2%	83.3%	88.6%	100.0%	87.6%	57.1%
Hispanic	44.8%	46.4%	49.8%	30.7%	52.1%	53.8%
LEP	38.8%	22.7%	52.7%	40.8%	54.5%	47.7%
Special Education	39.3%	33.3%	36.3%	50.0%	32.2%	20.0%
FARMS	42.3%	52.5%	71.8%	53.0%	71.8%	55.4%

Grade 2 Terra Nova results serve as a baseline assessment for elementary schools this year. The 2011 results for Glen Haven Elementary School show that overall the strongest performances by racial subgroups were African Americans (57.9%) and Whites (57.1%). The weakest performance was shown by Asian students (50.0 %). The results for the Special Services group show overall the strongest performance of students in the Free and Reduced Meals subgroup (55.4%). The weakest performance was shown by the Special Education subgroup (20.0%) and the Limited English Proficient subgroup (47.7%). The school's goal for 2011 – 2012 is to meet and/or exceed Montgomery County Public School's performance target of at least 50% proficiency and/or 70% to be considered advanced.

Problem Clarification Process

The Glen Haven Elementary School Leadership Team completed a thorough review of the School Improvement Plan during the summer of 2011. Staff worked in groups to discuss the relationship between instruction and achievement and effectiveness of programming. Specifically, we examined and evaluated the objectives and tasks from the 2010 - 2011 School Improvement Plan. Input was solicited from all stakeholders about task completion and changes that may need to be considered for next year.

Findings

After an extensive analysis of data, the Glen Haven Elementary School Leadership Team noted that while making AYP in Reading, the following subgroups will require ongoing support to meet the 2011-2012 AMO: 3rd grade Hispanic and LEP students and 5th grade LEP students. We will also target all subgroups to increase the number of students performing proficient and advanced in reading.

In Mathematics while also making AYP, the following subgroups will require ongoing support to meet the 2011-2012 AMO: 3rd grade Hispanic students and 5th grade Hispanic, FARMS, and LEP students. We will also target all subgroups to increase the number of students performing proficient and advanced.

We also noted that the 2nd grade performance on the TerraNova2 showed that the Asian, LEP, and Special Education subgroups will require ongoing support to meet the 2011-2012 performance targets. We will also target all subgroups to increase the number of students performing proficient and advanced on the TerraNova2.

Glen Haven Elementary School's Professional Learning Community will embrace, promote and enhance effective instructional strategies in reading and mathematics as a result of identifying the root causes and the actions to address them as referenced in the Baldrige linkage charts.

Family Involvement Survey Data

Glen Haven Elementary School's Family Involvement Committee provides surveys and feedback questions as part of their meetings each school year. There were 2 survey questions posed to parents in our June 2011 newsletter and the following information was documented for use as we implement plans and activities for 2011-2012.

How did the family involvement program meet the needs of our families?

- We saw an increase in the participation of Latino families
- We had opportunities to work more with the teachers
- It helped to make families more secure in the school
- Programs and night events that were helpful to learn about the grades and to be better parents
- The help of the Parent Coordinator is important to all the families

What revisions, if any, need to be made to parent involvement to better support the needs of our families?

- We must continue these efforts to stay strong and keep our families secure
- Activities where parents and students and staff all work together – so we all understand each other
- Continue with what you do , it is helping
- Time for families to meet and talk with one another
- Meet on Fridays when there is not school the next day*

*(Glen Haven ES having a workshop for families, "Celebrate Calm: At My Wit's End" on Friday, October 28, 2011)

IV. Faculty and Staff Focus

Highly Qualified Teachers Plan for Montgomery County Public Schools

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 and Development	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 and Development	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 and Development	November-April	Monthly; November-April
4. Monitor voluntary and involuntary transfers, substitute teachers and instructional assistant coverage for employee absences	Office of Human Resources and Development	April-June	April-June
5. Provide consulting teachers to each first-year teacher as part of a comprehensive teacher induction program.	Office of Curriculum and Instructional Programs	August-June	January and June
6. Assign a staff development teacher to all schools to ensure that staff members are supported in job-embedded professional development linked to the school improvement process.	Office of Curriculum and Instructional Programs	August-June	January and June
7. Provide training to school teams on effective practices for coaching and supporting colleagues	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 Curriculum and Instructional Programs	October-April	January-May

9. Provide best practices training for Gifted and Talented teachers and Math Content Coaches.	Department of Enriched and Innovative Programs, Division of Title I Programs	September - May	October, November, January, and March
10. Provide on-going support for staff through the Professional Development action plan, especially the PLCI.	Staff Development Teacher	August- June	September, October, December, February, May
11. Provide in-school mentors for new MCPS employees who are not assigned consulting teachers.	Office of Curriculum and Instructional Programs	September- June	January and June
12. Provide specialized training for new staff members to Glen Haven on program initiatives.	Staff Development Teacher, Curriculum Team, Team Leaders	August-June	Monthly

Professional development activities are embedded in the action plan in the category of Strategic Planning.



LEADERSHIP

Glen Haven Elementary School’s staff, students, and parents’ mission is to work collaboratively to ensure that student achievement in reading increases for all subgroups, as measured by formative and summative assessments through:

- GHES Professional Learning Community Leadership Team
- Curriculum Team Meetings
- Professional Development
- Vertical Team Meetings
- Horizontal Team Meetings
- Quarterly Data Meetings
- Examining Student Work (ESW) Staff Meetings
- Title I Information Meetings
- Baldrige-Guided Practices
- Back-to-School Night

- Teacher-Parent Conferences
- Email, Webpage
- Character Counts* Program
- Grade Level Parent Meetings
- Family Reading Night
- PTA Meetings
- Reading Week Activities

Communications: Translation of all written documentation in Spanish and English (i.e. parent newsletters), Connect Ed (Spanish and English), Staff Bulletin, Interim Reports, Report Cards.

Stakeholders will monitor implementation through agendas, follow-up notes, and Baldrige Quality Tools.

ORGANIZATIONAL PERFORMANCE

RESULTS

GHES

2012 Target – TN2 Reading/LA 85.0%

2012 Target – TN2 Math 85.0%

	2008-2009 TN2	2009-2010 TN2	2010-2011 TN2
Reading	49.5%	57.1%	67.0%
Language	59.8%	56.1%	52.0%
Mathematics	66.0%	46.9%	64.0%
Language Mechanics	59.0%	62.5%	59.0%
Math Computation	74.0%	58.3%	75.0%

2012 Target – MSA Reading 90.6%

2012 Target – GHES Reading 91.0%

	2008 - 2009 MSA Reading AMO=76.8%	2009-2010 MSA Reading AMO=81.2%	2010-2011 MSA Reading AMO=85.9%
Grade 3	82.0%	88.6%	79.3%
Grade 4	84.8%	73.8%	87.1%
Grade 5	73.5%	87.7%	86.4%

2012 Target – MSA Math 89.7%

2012 Target – GHES Math 91.0%

	2008 - 2009 MSA Mathematics AMO=69.1%	2009-2010 MSA Mathematics AMO=79.4%	2010-2011 MSA Mathematics AMO=84.5%
Grade 3	83.8%	81.2%	84.1%
Grade 4	76.6%	83.8%	92.1%
Grade 5	65.4%	78.9%	68.3%



FACULTY AND STAFF FOCUS

Reading/Writing

- Examining Students' Work
- Jacob's Ladder
- Junior Great Books
- Fountas and Pinnell Leveled Literacy Intervention
- William & Mary
- Program of Assessment, Diagnosis and Instruction (PADI)/ Critical Thinking
- Reader's Notebooks
- 6+1 Traits of Writing
- Early Intervention Reading (EIR)
- Fast Track Reading
- Anchor Activities for Differentiation

Technology

- Integrate digital content for all learners

MCPS Initiatives

- Curriculum 2.0
- Universal Design for Learning (UDL)
- Seven Keys to College Readiness

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Comprehensive Assessment of Reading Strategies (CARS)
- Strategies to Achieve Reading Success (STARS)
- Measure of Academic Performance in Reading (MAP-R)
- MClass Reading 3D & Progress Monitoring/Running Records
- Fountas & Pinnell Benchmark Assessment System
- Words their Way Spelling Inventories
- LAS Links English Language Proficiency Test
- Rubrics (SC & MCPS)
- Brief Constructed Response (BCR)
- Examining Student Work
- Teacher/Peer Observations
- Data Notebooks
- Data Meetings and Data Chats
- Walkthroughs/Data Centers
- Lesson Plans
- Student, Staff, Parent Surveys



Reading

PROCESS MANAGEMENT

- Analyze and discuss students reading data among horizontal and vertical teams weekly and quarterly
- Collect monthly progress monitoring/running record data to review student intervention plans.
- Quarterly data chats are held to monitor school-wide progress
- Participation in staff development opportunities to ensure quality delivery of the instructional program
- Baldrige Quality Tools are utilized to monitor the School Improvement Plan
- Quarterly interims are sent home to all students' families

STUDENT AND STAKEHOLDER FOCUS

All grade levels met the AMO in reading with the exception of the following subgroups: in grade 3, Hispanic and Limited English Proficient (LEP) students; in grade 5, LEP students. Student achievement will increase in reading in all subgroups through a consistent PreK-5 instructional program, continuous data analysis, and timely, specific feedback that will drive daily instruction.

MSA advanced level data shows the need for increased rigor in all grade levels.

Current grade 3 Asian, Limited English Proficiency (LEP) and Special Education students; current grade 4 Hispanic and LEP students will require ongoing support to meet the 2011-2012 AMO.

1. Empower students to take ownership of their learning
2. All stakeholders will foster an environment of high academic expectations and positive relationships
3. Monitor and record stakeholder satisfaction (students, staff, parents)
4. Incorporate parent feedback into Parent Plan & Compact
5. Focus on students on the cusp in every subgroup
6. Analyze the data of the past fifth grade students
- 7.


Reading

STRATEGIC PLANNING
Student Performance on TN2 by Subgroups 2011

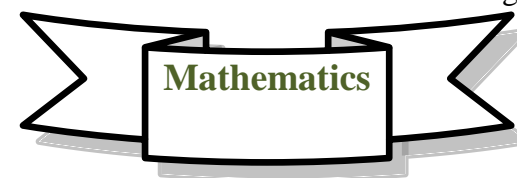
2011 TN2 Composite	MCPS 2009	GHEs 2009	MCPS 2010	GHEs 2010	MCPS 2011	GHEs 2011
Asian	77.8%	--	84.3%	57.1%	84.9%	50.0%
African American	52.0%	65.7%	59.0%	65.7%	56.8%	57.9%
White	82.2%	83.3%	87.6%	100%	87.6%	57.1%
Hispanic	44.8%	46.4%	49.8%	30.7%	52.1%	53.8%
ESOL	38.3%	22.7%	52.7%	40.8%	54.5%	47.7%
Special Education	39.3%	33.3%	36.3%	50.0%	32.2%	20.0%
FARMS	42.3%	52.5%	71.8%	53.0%	71.8%	55.4%

Glen Haven ES will meet or exceed the MCPS performance targets for TN2 for 2011 – 2012.

Student Performance on MSA by Subgroups 2011

2011 MSA TARGET: 85.9%	GRADE 3			GRADE 4			GRADE 5		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Asian	88.9%	**	85.7%	88.9%	88.9%	**	100%	87.5%	80.0%
African American	90%	87.1%	82.1%	78.2%	71.9%	87.0%	93.8%	85.7%	89.3%
White	75.0%	100.0%	**	81.8%	85.7%	**	91.7%	100.0%	*
Hispanic	100%	88.0%	69.7%	76.2%	67.7%	92.0%	92.6%	84.2%	83.3%
LEP	93.8%	77.8%	66.7%	62.5%	62.5%	75.0%	100%	*	56.3%
Special Education	--	100.0%	*	12.5%	50.0%	*	71.4%	75.0%	*
FARMS	88.8%	81.6%	74.2%	77.8%	63.3%	80.6%	91.7%	84.8%	80.0%

Glen Haven ES will meet and/or exceed the state 2011-2012 Annual Measurable Objective, 90.6% in Reading, with a focus on current 3rd grade Asian, Limited English Proficiency (LEP) and Special Education students, and on current 4th grade Hispanic and LEP students at risk for meeting the AMO for 2011-2012. Glen Haven ES will meet and/or exceed the state 2011-2012 benchmark for students scoring at the advanced level on the MSA in reading for all students.



LEADERSHIP

Glen Haven Elementary School’s staff, students, and parents mission is to work collaboratively to ensure that student achievement in mathematics increases for all subgroups, as measured by formative and summative assessments through:

GHEs Professional Learning Community Leadership Team

Curriculum Team Meetings

Professional Development

Vertical Team Meetings

Horizontal Team Meetings

Quarterly Data Meetings

Examining Student Work (ESW) Staff Meetings

Title I Information Meetings

Baldrige-Guided Practices

Back-to-School Night

Teacher-Parent Conferences

Email, Webpage

Character Counts Program

Grade Level Parent Meetings

Family Math Night

PTA Meetings

Math Month Activities

Communications: Translation of all written documentation in Spanish and English (i.e. parent newsletters), Connect Ed (Spanish and English), Staff Bulletin, Interim Reports, Report Cards.

Stakeholders will monitor implementation through agendas, follow-up notes, and Baldrige Quality Tools.

ORGANIZATIONAL PERFORMANCE

RESULTS

GHEs

2012 Target – TN2 Reading/LA 85.0%

2012 Target – TN2 Math 85.0%

	2008-2009 TN2	2009-2010 TN2	2010-2011 TN2
Reading	49.5%	57.1%	67.0%
Language	59.8%	56.1%	52.0%
Mathematics	66.0%	46.9%	64.0%
Language Mechanics	59.0%	62.5%	59.0%
Math Computation	74.0%	58.3%	75.0%

2012 Target – MSA Reading 90.6%

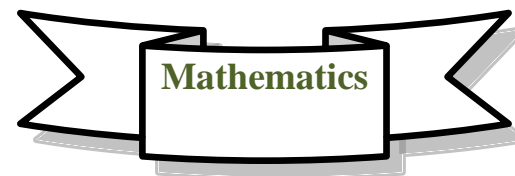
2012 Target – GHEs Reading 91.0%

	2008 - 2009 MSA Reading AMO=76.8%	2009-2010 MSA Reading AMO=81.2%	2010-2011 MSA Reading AMO=85.9%
Grade 3	82.0%	88.6%	79.3%
Grade 4	84.8%	73.8%	87.1%
Grade 5	73.5%	87.7%	86.4%

2012 Target – MSA Math 89.7%

2012 Target – GHEs Math 91.0%

	2008 - 2009 MSA Mathematics AMO=69.1%	2009-2010 MSA Mathematics AMO=79.4%	2010-2011 MSA Mathematics AMO=84.5%
Grade 3	83.8%	81.2%	84.1%
Grade 4	76.6%	83.8%	92.1%
Grade 5	65.4%	78.9%	68.3%



FACULTY AND STAFF FOCUS

Math

- Examining Students' Work
- Acceleration and Enrichment
- Differentiation/Small Group
- Display and use of Math manipulatives
- Modeling Manipulatives/Centers
- Writing in Math
- Program of Assessment, Diagnosis and Instruction (PADI)/Critical Thinking emphasis on Quantitative Reasoning
- Anchor Activities for Differentiation

Technology

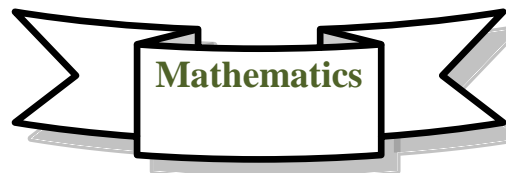
- Integrate digital content
- Math Facts

MCPS Initiatives

- Curriculum 2.0
- Universal Design for Learning (UDL)
- Seven Keys to College Readiness

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- MCPS Formative and Pre-Assessments
- Kindergarten through Grade2 Mathematics Formatives-EIC
- Math Unit Assessments Grades 3-5
- Computation Quizzes
- Rubrics (SC & MCPS)
- Brief Constructed Response (BCR)
- Teacher/Peer Observations
- Data Notebooks
- Data Meetings and Data Chats
- Walkthroughs/Data Centers
- Math Olympics-Math Facts
- Lesson Plans
- Student, Staff, Parent Surveys



PROCESS MANAGEMENT

- Analyze and discuss students mathematics data among horizontal and vertical teams weekly and quarterly
- Collect monthly progress monitoring data to review student intervention plans.
- Quarterly data chats are held to monitor school-wide progress
- Participation in staff development opportunities to ensure quality delivery of the instructional program
- Baldrige Quality Tools are utilized to monitor the School Improvement Plan
- Quarterly interims are sent home to all students' families

STUDENT AND STAKEHOLDER FOCUS

All grade levels met the AMO in math, with the exception of the following subgroups: in grade 3, Hispanic students; in grade 5, Hispanic, Limited English Proficiency (LEP), and FARMS. Student achievement will increase in math in all subgroups through a consistent PreK-5 instructional program, continuous data analysis, and timely, specific feedback that will drive daily instruction.

Current grade 3 Asian, Limited English Proficiency (LEP) and Special Education students; current grade 4 Hispanic students will require ongoing support to meet the 2011-2012 AMO.

MSA advanced level data shows the need for increased rigor in all grade levels.

1. Empower students to take ownership of their learning
2. All stakeholders will foster an environment of high academic expectations and positive relationships
3. Monitor and record stakeholder satisfaction (students, staff, parents)
4. Incorporate parent feedback into Parent Plan & Compact
5. Focus on students on the cusp in every subgroup
6. Analyze the data of the past fifth grade students


Mathematics
STRATEGIC PLANNING
Student Performance on TN2 by Subgroups 2011

2011 TN2 Composite	MCPS 2009	GHEs 2009	MCPS 2010	GHEs 2010	MCPS 2011	GHEs 2011
Asian	77.8%	--	84.3%	57.1%	84.9%	50.0%
African American	52.0%	65.7%	59.0%	65.7%	56.8%	57.9%
White	82.2%	83.3%	87.6%	100%	87.6%	57.1%
Hispanic	44.8%	46.4%	49.8%	30.7%	52.1%	53.8%
ESOL	38.3%	22.7%	52.7%	40.8%	54.5%	47.7%
Special Education	39.3%	33.3%	36.3%	50.0%	32.2%	20.0%
FARMS	42.3%	52.5%	71.8%	53.0%	71.8%	55.4%

Glen Haven ES will meet or exceed the MCPS performance targets for TN2 for 2011 – 2012.

Student Performance on MSA by Subgroups 2011

2011 MSA TARGET: 84.5%	GRADE 3			GRADE 4			GRADE 5		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Asian	88.9%	**	100%	88.9%	77.8%	*	85.7%	87.5%	70.0%
African American	86.7%	77.4%	92.9%	69.6%	87.5%	87.6%	62.5%	76.2%	76.2%
White	83.3%	80.0%	*	81.8%	71.4%	*	66.7%	77.8%	*
Hispanic	82.1%	84.0%	66.6%	76.2%	83.9%	92.3%	63.0%	78.9%	64.5%
LEP	81.3%	72.2%	74.4%	87.5%	68.8%	92.3%	42.9%	*	37.5%
Special Education	--	80.0%	*	37.5%	50.0%	*	42.9%	75.0%	*
FARMS	82.2%	75.7%	80.6%	72.2%	77.6%	97.2%	66.7%	75.8%	56.8%

Glen Haven ES will meet and/or exceed the state 2011-2012 Annual Measurable Objective, 89.7% in Math, with a focus on current 3rd grade Asian, Limited English Proficiency (LEP) and Special Education students, and on current 4th grade Hispanic students at risk for meeting the AMO for 2011-2012. Glen Haven ES will meet or exceed the state 2011-2012 benchmark for students scoring at the advanced level on the MSA in math for all students.

V. Strategic Planning

SIP Goal/Annual Measurable Objectives Action Plan 2012

Glen Haven Elementary School's students, staff, and parents will work collaboratively to ensure students' achievement in reading and mathematics increases for all students and of the 8 subgroups, as measured by the Maryland School Assessments (MSA) annual measurable objectives of 90.6% in Reading and 89.7% in Mathematics and the Montgomery County Public Schools (MCPS) Performance Targets.

Additionally, Glen Haven Elementary School's students, staff, and parents will work collaboratively to ensure students' achievement in reading and mathematics increases for all subgroups, as measured by the benchmarks for MCPS's Seven Keys for College Readiness:

MCPS Key 1: Advanced reading in Grades K – 2

MCPS Key 2: Advanced reading MSA in Grades 3 – 5

MCPS Key 3: Advanced math in Grade 5

Action Steps	Person(s) Responsible	Resources Needed	Monitoring Tools	Monitoring: Date And By Whom	Results/Next Steps
1. Analyze and discuss student reading and mathematics data among horizontal and vertical teams.	Curriculum Team Team Leaders Classroom Teachers	Formative Assessments Summative Assessments PADI strategies	Formative Assessments Summative Assessments Sign In Sheets Agendas Notes Evaluations	Weekly Monthly Quarterly GHES PLC Team Leaders Curriculum Team Classroom Teachers	

<p>2. Provide enrichment and/or remediation in reading and math based on data analysis.</p>	<p>Classroom Teachers Team Leaders Curriculum Team</p>	<p>Formative Assessments Summative Assessments F&P Intervention Program</p>	<p>MCPS Data Warehouse GHES Database</p>	<p>Monthly Quarterly Curriculum Team Classroom Teachers</p>	
<p>3. Provide professional development to staff in the areas of : <u>Math</u></p> <ul style="list-style-type: none"> ▪ Examining Student Work ▪ Acceleration/Enrichment ▪ Differentiation ▪ Modeling Manipulative Use/Center/ Anchor Activities ▪ Writing in Math ▪ Program of Assessment, Diagnosis and Instruction (PADI)/ Critical Thinking emphasis on Quantitative Reasoning ▪ Curriculum 2.0 ▪ Universal Design for Learning (UDL) ▪ Integrating Technology 	<p>Math Content Coach Classroom Teachers Staff Development Teacher ESOL Team School Counselor Special Education Team Curriculum Team Instructional Technology Teacher</p>	<p>Formative Assessments Summative Assessments Curriculum 2.0</p>	<p>Sign Ins Agendas Notes Evaluations</p>	<p>Monthly Quarterly GHES PLC Staff Development Teacher</p>	

<p><u>Reading/Writing</u></p> <ul style="list-style-type: none"> ▪ Examining Student Work ▪ Jacob’s Ladder ▪ Junior Great Books ▪ William & Mary ▪ Program of Assessment, Diagnosis and Instruction (PADI)/ Critical Thinking ▪ Reader’s Notebooks ▪ 6+1 Traits of Writing ▪ Curriculum 2.0 ▪ Fast Track Reading ▪ Early Intervention in Reading (EIR) ▪ Universal Design for Learning (UDL) 	<p>Reading Specialist Gifted & Talented Teacher Classroom Teachers ESOL Team Special Education Team Staff Development Teacher School Counselor Curriculum Team</p>	<p>GT/ MCPS Curriculum Guides Curriculum 2.0</p>	<p>Sign Ins Agendas Notes Evaluations</p>	<p>Monthly Quarterly GHES PLC Staff Development Teacher</p>	
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<p><u>Technology</u></p> <ul style="list-style-type: none"> ▪ Reading and Math: Integrate digital content for all learners ▪ Math Facts ▪ High Frequency Word Assessment Program ▪ Align Links to Common Core Standards ▪ Discovery Education ▪ MyMCPS Navigation ▪ Microsoft Office 2010 Applications ▪ Use of Document Cameras (ELMO) 	<p>Instructional Technology Teacher Technology Committee Classroom Teachers MCPS Specialist</p>	<p>Accelerated Reader License MSDE Technology Standards MCPS Technology Plan MCPS Software Maryland Teacher Technology Standards (MTTS) Curriculum 2.0 ELMOs</p>	<p>Sign Ins Agendas Notes Evaluations Classroom Observations Teacher Self Evaluation Technology Skills Checklist</p>	<p>Weekly, Quarterly GHES PLC Team Leaders Curriculum Team Classroom teachers</p>	
<p><u>MCPS Initiatives</u></p> <ul style="list-style-type: none"> • Curriculum 2.0: Grades K-2 	<p>Staff Development Teacher Classroom Teachers Reading Specialist, Math Content Coach</p>	<p>Curriculum 2.0 Quarterly, planning schedule, Formative Assessments, Summative Assessments</p>	<p>Grade Level Planning, Sign-Ins Agendas Notes Evaluation</p>	<p>Weekly Quarterly Classroom Teachers</p>	

<ul style="list-style-type: none"> • Universal Design for Learning (UDL) • Race, Equity, and Relationships in the Classroom 	<p>Staff Development Teacher Special Education Resource Teachers Speech Pathologist Classroom Teachers ESOL Team Supporting Staff</p> <p>MCPS Diversity Office Staff Development Teacher Professional Learning Communities Leadership Team GHES Staff</p>	<p>MCPS Universal Design for Learning (UDL)</p> <p>MCPS Diversity Office</p>	<p>Staff Trainings Grade Level Planning, Sign-Ins Agendas Notes Evaluation Classroom Observations</p> <p>Sign Ins Agendas Notes Evaluations</p>	<p>Grade Level Team Meetings Observations</p> <p>Staff Meetings GHES PLC Meetings</p>	
<p>4. Plan and implement parent information meetings on the following topics:</p> <ul style="list-style-type: none"> ▪ Computer Training ▪ Family Reading Night ▪ Grade Level Parent Meetings ▪ Family Math Night ▪ International Family Night 	<p>Parent Outreach Coordinator Title I Instructional Specialist Parent Involvement Committee Technology Committee Reading Committee Gifted and Talented</p>	<p>MCPS Interpreters Connect ED Classroom Teachers Professional Learning Communities Leadership Team</p>	<p>Sign Ins Agendas Notes Evaluations Parent Feedback Staff Feedback</p>	<p>Quarterly Event Chairpersons</p>	

<ul style="list-style-type: none"> ▪ Back to School Night ▪ Fred Jones Parenting Classes ▪ Celebrate the Calm Training 	<p>Teacher ESOL Team School Counselor Military Family Life Consultant Kensington Wheaton Youth Services Grade level Teams Professional Learning Communities Leadership Team Math Content Coach International Family Night Committee</p>	<p>Computer Lab Fred Jones Materials for training Reading Data ESOL Team Childcare Light Refreshments Subgroup Data LCD Laptop Camcorder</p>			
<p>5. Provide professional development for inclusion of special education and ESOL students in the general education setting.</p>	<p>Instructional Specialist for Special Education Special Education Teachers ESOL Teachers Professional Learning Communities Leadership Team</p>	<p>Staff Needs Assessment Staff Survey</p>	<p>Staff Needs Assessment Staff Survey Sign Ins Agendas Notes Evaluations Plus/Delta</p>	<p>GHES Staff</p>	
<p>6. Provide academic enrichment opportunities for students:</p> <ul style="list-style-type: none"> ▪ Partners in Learning ▪ Learning Support Program ▪ Ruth Rales: 2nd grade 	<p>Program Coordinators</p>	<p>Materials Snacks Volunteers</p>	<p>Attendance Roster Formative Assessments Summative Assessments Student Work</p>	<p>Quarterly Program Coordinators GHES PLC</p>	

<ul style="list-style-type: none"> ▪ Junior Achievement: 3rd grade ▪ Male Mentorship Program ▪ Science Fair ▪ Glen Haven Academy ▪ Postal System ▪ Technology Club ▪ Newspaper Club ▪ Spanish Club ▪ Drama Club ▪ Math Olympic Eagles ▪ Eagles Savings Branch ▪ Golden Eagles 					
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Action Plan: Title I Gifted and Talented (GT) Initiative 2011–2012
Overarching Goal

To increase achievement and quality of instructional services that challenges all students.

Vision: All students are provided access to rigorous and challenging curriculum with enrichment opportunities. All teachers encourage and support potential in all students. All parents advocate for their children.					
Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Notes
1. Enrichment in Reading (K-5)	Jacob's Ladder Junior Great Books PADI	Jacob's Ladder Junior Great Books PADI	Junior Great Books Jacob's Ladder PADI	Junior Great Books William & Mary Jacob's Ladder PADI	Implementation in each grade level may vary based on student data.
2. Reading Enrichment (GT) Groups (Full Implementation 2-5)	Junior Great Books PADI	Junior Great Books William & Mary PADI	William & Mary Junior Great Books PADI	William & Mary Junior Great Books PADI	Implementation model for each grade level may vary based on student data.
3. Integration of Critical Thinking Process Across the Curriculum using Program of Assessment, Diagnosis and Instruction (PADI)	PADI (K-5)	PADI (K-5)	PADI (K-5)	PADI (K-5)	
4. Teacher Training & Parental Support	PADI Implementation Strategies Across the Curriculum Jacob's Ladder Model Lessons and support with implementation	GT Committee Magnet Middle School Applications PADI & Jacob's Ladder Model Lessons and support with implementation	PADI, Jacob's Ladder & Junior Great Books Model Lessons and support with implementation	PADI, Junior Great Books and William & Mary Model Lessons and support with implementation GT Support & Needs Assessment	

School-wide Reform Strategies & Scientifically-Based Research Incorporated into the School Improvement Plan

Early Success Initiative

The Early Success Initiative is a comprehensive early literacy program composed of multiple dimensions. This multi-faceted program is designed to improve reading performance of elementary school students in Montgomery County Public Schools (MCPS). The Early Success Initiative has three main components: 1) class size reduction in kindergarten, first and second grade; 2) increased time in their classrooms for uninterrupted reading instruction; and 3) staff development on balanced literacy approach to reading.

Half-Day Pre-Kindergarten

The Pre-Kindergarten program for children promotes school readiness by enhancing cognitive and social development. Pre-Kindergarten also provides educational, health, nutritional, social, and other services to enrolled children and families. Pre-Kindergarten provides additional learning opportunities in art, music, media, physical education, and technology.

Pre-School Education Program

The pre-school education program (PEP) is a special education program for children who have educational disabilities. All children in PEP have an Individualized Education Program (IEP) with learning goals and objectives based on needs identified through formal testing. The goals and objectives are guides to help the staff help the child acquire skills that other children of their age already have learned. PEP is a non-categorical program, which means that it serves children with a variety of disabilities. Most children who participate in PEP classes have moderate learning delays in more than one area of development, and many of the children receive related services such as speech/language, occupational, and/or physical therapy. Parent education is also a part of the program.

MCPS Curriculum 2.0

MCPS Curriculum 2.0 is built around developing students' critical and creative thinking skills, as well as essential academic success skills, that students are well prepared for a lifetime of learning. Curriculum 2.0 will better engage students and teachers, and dedicate more learning time to subjects such as the arts, information literacy, science, social studies, and physical education. By blending these subjects with the core content areas of reading, writing, and mathematics, students will receive robust, engaging instruction across all subjects in the early grades.

Harcourt Math

Harcourt Math is a research-based and comprehensive math program for Grade 3 through Grade 5. Harcourt Math was designed to build conceptual understanding, skill proficiency, problem solving, and logical reasoning while developing concepts within the mathematical strands. Included are focused instructions, practice for mastery and retention, comprehensive assessment, and targeted interventions. The research background of this math curriculum indicated a significant increase in scores in all unit assessments for grades 3-5 after the students received the unit of instruction.

Glencoe Mathematics Applications and Connections

The Glencoe Mathematics Application and Connections program (Grade 6) is designed to be an exciting, relevant, and up-to-date design which will hold the interest of the students. The text uses real-world applications as well as connections to other subjects like science, history, language arts, and music. Each new concept is introduced with an interesting application or connection followed by clear explanations and examples. The text also includes Chapter Projects, Hands-On-Labs, and Interdisciplinary Investigations. The program also focuses on test practice, test-taking tips, and math study hints that will help improve test-taking skills.

Inclusion

Glen Haven Elementary School is using an inclusive model where special education students and Limited English Proficient (LEP) students are placed with their regular education peers in the general education setting. In the inclusion model special education and LEP students' needs are met in the general education classroom supported by regular educators as well as special education teachers, ESOL teachers, paraeducators, and other support staff. The school has been working to assist teachers with the changes by asking for teacher input, providing ongoing training on inclusion and co-teaching models. Professional development opportunities will be provided to continue dialogue and training on the inclusion model.

SRA Early Intervention Reading

SRA Early Intervention in Reading is a comprehensive reading intervention for struggling beginning readers that scaffolds elements of tasks initially beyond the student's ability, permitting the student to concentrate on and complete only those elements within their range of competence. Lessons are designed to scaffold new information in ways that allow students to assimilate and integrate the information into existing schema.

Fast Track Reading

Fast Track Reading is an innovative, research-based intervention program for grades 4 and 5 that is designed to put delayed readers on the fast track to grade-level reading proficiency. With high-interest student materials and comprehensive teacher support, Fast Track Reading offers focused, accelerated instruction in three strands: word work, comprehension, and fluency.

Comprehensive Assessment of Reading Strategies (CARS) Strategies to Achieve Reading Success (STARS)

CARS is a diagnostic reading series that allows the teacher to identify and assess a student's level of mastery for each of the twelve reading strategies. The second tier of the program, STARS, provides remediation for strategies in CARS. In this reading program, the students read a passage then answer comprehension questions which are categorized so that the teacher can analyze the data to find the students' strengths and weaknesses in reading. The twelve categories are: finding the main idea, recalling facts and details, understanding sequence, recognizing cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying the author's purpose, interpreting figurative language, and distinguishing between real and make believe.

Fountas and Pinnell Leveled Literacy Intervention

Fountas and Pinnell Leveled Literacy Intervention is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for students who are not meeting benchmarks. The intervention kit includes: leveled texts, black and white copies of the texts for students to take home, and a teacher guide with scripted guided reading lessons that include before reading activities, during reading prompting, and follow-up comprehension questions.

Jacob's Ladder

Jacob's Ladder is a reading program for grades 3, 4, and 5 that uses targeted short readings and moves through an inquiry process from basic understanding to critical analysis of the texts. The units are designed to enhance reading comprehension and build critical thinking skills. The tasks have been organized into skill ladders with questions and activities with each.

Junior Great Books

Junior Great Books is an inquiry-based language arts program that refines and extends students' skills in communicating, reading, and thinking. Students using the program work with complex ideas and rigorous texts, which through formulating and sharing their opinions and supporting their ideas with information from the texts, help students in developing their reading and thinking skills.

William and Mary

The William and Mary Language Arts Program for high ability learners 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 which are designed to challenge students to read advanced texts and perform a variety of skills. The literature and tasks increase in complexity as students go from one grade to the next. The teaching models in this curriculum build students' competence in reading, writing, and thinking.

English For Speakers of Other Languages (ESOL)

The goal of the English for Speakers of Other Languages (ESOL) program is to help the Limited English Proficient (LEP) students learn enough English to function linguistically and culturally in Montgomery County Public Schools and in the American society. The mission of the ESOL program is to provide high quality instruction, assessment, counseling, and parent outreach activities that enable LEP students to demonstrate successful academic performance across all curricular areas.

Program of Assessment, Diagnosis and Instruction (PADI) / Critical Thinking

The overall goal of Program of Assessment, Diagnosis and Instruction (PADI) is to recognize and nurture intellectual potential among students, including those most frequently overlooked because of socioeconomic, cultural, and/or linguistic differences. Kindergarten teachers administer and evaluate a diagnostic battery that helps identify potential and raise expectations for students. PADI teachers plan and implement instructional practices that nurture critical and creative thinking. Representatives from grade 2 and grade 3 will receive PADI training during 2011-2012. These PADI-trained teachers will then share strategies with and model lessons for Glen Haven Elementary staff. The gifted and talented teacher and reading specialist will also share strategies and model lessons for grades PreK-5.

Coordination and Integration of Federal, State, and Local Funds

MCPS: Division of Food and Nutrition Services: After School Snack Program

The After School Snack Program is designed to provide nutritious snacks for students up to the age of 18 who participates in supervised after school programs. Good nutrition is essential to full physical and cognitive development and after school snacks help children get the nutrition they need to learn, play and grow. Each student who participates in a supervised academic enrichment opportunity afterschool receives a healthy snack.

Smart Sacks – Manna Food Center

Smart Sacks is an income based program that gives a backpack full of kid-friendly food to elementary school children every Friday. Each backpack contains 10 to 12 items of food that are nutritious and easy to prepare.

Self Help and Resources Exchange (SHARE)

The Self Help and Resources Exchange (SHARE) Food Network is a non-income based program that distributes high quality, affordable nutritious food as a way to build community and strengthen families. For \$20 plus 2 hours of volunteer service, anyone may receive a SHARE package worth approximately \$45.

Donations through Community Partnerships

Throughout the school year Glen Haven Elementary School receives donations through community partnerships. This year, Glen Haven received new backpacks and school supplies from Verizon Community Partnerships and New Generation Christian Ministries. These backpacks and school supplies were given to students who did not have a backpack or school supplies for the new school year.

Junior Achievement

Junior Achievement is a community organization dedicated to educating and inspiring young people to value free enterprise, business and economics to improve the quality of life. Junior Achievement is provided to students in 3rd grade and helps prepare them for their roles as individuals, workers, and consumers in an expanding cultural environment from the self and family to global relations. Students are engaged to apply basic skills, think critically, and solve complex-problems.

Partners in Learning

The Commonweal Foundation's Partners in Learning after-school tutoring program is offered to third through fifth grade students who could benefit from intensive support in reading. Students are identified to participate in Partners in Learning after analyzing qualitative and quantitative data. Tutoring is provided by Montgomery County Public Schools teachers and staff employed by the Commonweal Foundation. Students receive these services twice per week from October through May. The Commonweal Foundation's Partners in Learning program conducts both a pre-assessment and a post-assessment to monitor students' academic achievement.

Learning Support Program

The Commonweal Foundation established the Learning Support Program (LSP) in 1997 to support educational programs and projects to assist disadvantaged youth living in high risk communities. The LSP provides intensive, specific remediation tutoring in areas of reading, writing, mathematics and study skills. Assessment is an integral part of the program for all students. The Foundation employs tutors who provide these services at no cost to a student's family in collaboration with schools, community organizations and families. Tutoring generally occurs in groups of 3 students with an experienced tutor. Students commit to attending all sessions and actively participate in lessons prepared by their teachers. Sessions are held throughout the year, with separate programs for school year and summer.

Ruth Rales Comcast Kids Reading Network

The Ruth Rales Comcast Kids Reading Network provides weekly, one on one tutoring support to students in second grade who are on or below grade level in reading. The mission of the program is to boost the reading proficiency of students at elementary schools throughout MCPS. The research-based program, Reading Together, focuses on improving students' vocabulary, background knowledge, reading fluency, and comprehension. The program includes training and ongoing support for volunteers and school coordinators.

Montgomery County Teacher's Federal Credit Union

The Montgomery County Teacher's Federal Credit Union has partnered with Montgomery County Public Schools (MCPS) and Glen Haven Elementary School (GHES) to provide an opportunity for our students to learn the value of saving money. This program allows students to make deposits to a savings account at Glen Haven Elementary, once weekly. This program also provides a learning opportunity to our fifth grade students in math applications in their work as bank tellers.

Fort Detrick, Silver Spring

Fort Detrick, Silver Spring has established housing within Glen Haven Elementary's school boundaries. This housing is for families who have individuals serving in the military or a family member receiving services at Fort Detrick, Silver Spring. In an effort to meet the needs of our students who have a family member in the Armed Services, Glen Haven Elementary has partnered with representatives of Fort Detrick, Silver Spring. Through this collaborative partnership, we are working to: provide information about the services available at Fort Detrick, Silver Spring, provide a school liaison to act as a point of contact, and provide opportunities for staff development on military families and their unique needs. We will continue to build and work collaboratively with the Fort Detrick, Silver Spring and Army Community Service to meet the needs of our military students and families.

Military Family Life Consultant

Due to the unique challenges faced by military families, particularly during this time of war, the Department of Defense is providing professional licensed consulting staff to provide non-medical counseling services to Service Members and their families, children, and staff of Glen Haven Elementary School. The Military Family Life Consultant will help students, staff, and families with school adjustment, deployment and separation issues, reunion adjustment, parent-child communication, behavior concerns, fear, grief, loss, and daily life issues. The Military Family Life Consultant can provide direct intervention in classrooms, outreach to parents, and conduct parent and staff trainings.

Information on School-wide Programs

Title I funds and resources are provided to the school and will be used to implement and support this plan. To meet the needs of our diverse student populations, positions have been added to the school using the Title I funding. These positions include: gifted and talented teacher, math content coach, instructional technology, and two academic support positions in reading and mathematics.

Additional federal, state, and/or local grant funds and resources the school receives that will be used to support the implementation of this plan:

1. Local MCPS funds pay staff to participate in three day long summer Leadership meetings.
2. Title I funds are allocated for substitute teachers for PLC leadership meetings and data chats.
3. Instructional materials were purchased using Title I funds.
4. Parental Involvement programs and materials are funded using Title I funds.

School-wide Actions Being Taken to Address Gaps in Performance

Quarterly data chats are held for all grade levels. Teachers come to the data chats prepared to discuss each of their student's performance levels in reading and mathematics. The discussion involves, *What do students need to know and be able to do? How will we know that they have learned it? What will we do when they haven't learned it?* and *What will we do when they already know it?* Teachers and teams continuously review student data for instructional implications with their grade level team, curriculum team, administration and individually. Staff members also participate in quarterly articulation meetings, where again, the focus is on student learning, and to plan for instruction as a team. Through this data analysis and discussion individual students' needs are identified and additional supports are put into place.

Glen Haven Elementary School uses a wide array of reading programs to address the differing reading abilities of students. For struggling students, interventions include Fountas and Pinnell (Leveled Literacy Intervention System), Early Intervention Reading, and Fast Track Reading. Additional support is offered by Curriculum Team members who are assigned to specific grade levels where they provide direct support to students in the classroom. Advanced readers' skills are enriched through the use of programs which include Junior Great Books, William and Mary, and Jacob's Ladder. Accelerated Reader is used for all students to extend comprehension and provide motivation for all students, while infusing technology.

Additional math support is provided in classrooms by Curriculum Team members. Math classes are heterogeneously grouped in kindergarten through grade five; with the exception of one accelerated class in grades three through five. All math classes provide enrichment opportunities for all students. A school-wide basic facts program has been instituted, and all classes utilize data notebooks to track the progress of individual students. In addition, the Math Content Coach (MCC) conducts demonstration lessons that model best practices such as the use of cooperative grouping strategies and math discourse.

The master schedule allows for common planning time for grade level teams. Teams are responsible for their curriculum planning and use the support of specialists in their problem solving discussions. During the articulation process, teachers discuss student data and complete plans for the quarter. Vertical planning takes place so that adjacent teams can meet to discuss the skills that are necessary to move students on to the next

grade level, while working to create long-range teaching plans that provide teachers a means of maintaining an instructional focus on the curriculum and assessments.

Support for at-risk students in special education and Limited English Proficient (LEP) students goes beyond the interventions and support that all other students receive. Plug-in support and co-teaching have become the preferred mode of providing support to these students. Glen Haven is now implementing inclusion, providing support for special education students largely within the general education classroom, with pull-out support as appropriate. The special educators and the paraeducators meet with grade level teams during structured planning time, so that the teaching plans are known to all and so that support can be focused and meaningful. Also, in response to the need to implement research-based reading interventions in schools to improve the performance of students with disabilities, Glen Haven Elementary School will be using the Early Intervention in Reading (EIR) and Fast Track Reading programs during 2011-2012. The Early Intervention in Reading program is a decoding intervention that focuses on essential skills for the lowest performing students in kindergarten through Grade 4. Fast Track Reading program is a comprehension intervention that focuses on reading, comprehension skills, word work, and fluency instruction for struggling readers in Grade 4 and 5. In addition, beginning with the annual review process in 2004 - 2005, Individual Education Plan goals were written to reflect indicators from the State Curriculum, so that students are accessing the regular curriculum with appropriate support, scaffolding, and accommodations. Pull-out sessions still occur, but are used for the most intensive needs or for situations where students would be better served apart from their general education classmates.

Similar support takes place for students with Limited English Proficiency (LEP). According to the guidelines, Level 1 and 2 LEP students may receive instruction on the ESOL curriculum as an intervention, outside the 90-minute reading block. Again, resource staff co-teaches to give additional support to Level 2, 3, 4, 5, and Reclassified English Language Learners (RELL). Pull-out sessions still occur, as needed, for Level 1 and 2 students with more pronounced needs. Appropriate instructional and testing accommodations are provided, such as read-to and extra time.

Glen Haven students attended the Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL) program. The Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL) is an extended year program is designed to provide additional instruction in reading/language arts and mathematics to entering kindergarten through Grade 5 students in our school. Specifically, the ELO SAIL program seeks to:

- Accelerate learning by previewing the first quarter curriculum concepts and skills to be taught in the grade students will enter in the fall;
- Extend learning by continuing to review concepts and skills that were taught in the previous school year;
- Alleviate the loss of academic skills that some students may experience over the summer months;
- Provide continuing English language instruction for LEP students; and to
- Strengthen basic skills that are the preconditions for later learning.

The ELO SAIL program operates four hours each morning for a four-week period in the month of July. The program is federally funded at no cost to families. All students receive free breakfast and lunch and transportation to and from the program is provided for those students who qualify. As a Title I requirement, the program is staffed with Highly Qualified teachers and paraeducators. The instructional schedule includes reading/language arts for two hours and mathematics for one hour.

Glen Haven Elementary School will incorporate additional educational activities for students before, during and after school. Teachers, along with volunteers, will offer support to students in the areas of reading and math. These additional programs include:

Before School

- Glen Haven Academy

During School

- Glen Haven Academy
- Ruth Rales tutoring support for second graders

After School

- Commonwealth's Partners in Learning Program provides after-school tutoring twice a week.
- Commonwealth's Learning Support Program provides after school tutoring for students with an IEP twice a week, as well as a program during the summer.
- Glen Haven Academy is operated by grade level teams before school, during school (lunch time) or after school.

Strategies are used for assisting preschool children in the transition from early childhood program, such as Head Start, Even Start, or state run preschool program, to local elementary school programs. Bilingual Kindergarten Orientation takes place at Glen Haven Elementary School every spring. This event allows students and parents to become familiar with the teachers, school, and curriculum. Welcome packets containing activities for developing skills necessary for Kindergarten are given to parents. Kindergarten teachers, Kindergarten paraeducators, and Kindergarten ESOL teachers support Kindergarten Orientation. The incoming Kindergarten students participate in a lesson and activity with selected Kindergarten teachers while the parents attend an information session with teachers. Translation is provided by Glen Haven staff during the meeting and completion of registration forms. During the ELO summer school program, our Kindergarten parents attended an ELO SAIL Kindergarten Tool Kit meeting. At the beginning of the school year, Glen Haven provides opportunities for parents to become familiar with staff, school building, curriculum and procedures with an Open House and Back to School Night. This year teachers, the parent outreach coordinator, and parent involvement committee will continue to collaborate to dispense information to parents as needed in a timely fashion.

Strategies are used for assisting students in the transition from other schools into the school-wide program after the school year has begun. Staff members work collaboratively to determine the best placement for new students. The attendance secretary gives the new student's family a Glen Haven Handbook. Then the parents are directed to the Parent Involvement Coordinator. The Parent Involvement Coordinator welcomes the family and gives them a Grade Level Curriculum packet and a bilingual Back to School Night packet. The attendance secretary informs all resource staff of the enrollment of a new student by distributing a new enrollment form. This form indicates any additional services that the child receives. Classroom and resource teachers review the cumulative folders to determine any specific accommodations or needs. Available achievement data is reviewed and used to determine placement for new students. Students are given placement tests to determine reading and math class placement. New students are given a tour of the school and are assigned a Classroom Ambassador to help with the transition to a new school. Class meetings are held weekly and provide another opportunity to assist a new student with the transition to our school.

Strategies are in place for assisting fifth graders in the transition from elementary to middle schools. The fifth grade teachers, elementary and middle school counselors and fifth grade students collaborate to ensure a smooth transition from elementary school to middle school. Fifth grade teachers emphasize the importance of

independence. Students are taught to be responsible for their own academic success through the use of data notebooks and classroom data centers. Students are responsible for keeping track of assignments and due dates. In early spring all elementary feeder schools attend a vertical articulation meeting with the middle school faculty. Administrators, the staff development teacher, counselor, fifth grade team leader, resource teacher, math content coach and reading specialist all attend this vertical meeting. Also in the spring, administrators and middle school counselors hold a meeting during the school day at the elementary school with all fifth grade students and teachers. This meeting's purpose is to explain middle school policies and academic programs available to them. The elementary school counselor provides guidance to the fifth grade classes to assist in the choice process. The middle school holds an orientation for incoming sixth graders prior to the first day of middle school. The purpose of this orientation is to allow students to develop familiarity with their new school and new procedures. Fifth grade teachers articulate achievement data to the middle schools so that appropriate class placements can be made for each student. The fifth grade ESOL teacher articulates with the middle school ESOL department to ensure correct placement of LEP 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. **Glen Haven Elementary School** instructs students in reading and math during the summer program.

During the school year **Glen Haven 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.

Parental Involvement

Family Involvement Committee

The family involvement committee partners with the school community in making the school a positive place in which teaching and learning thrive. The committee should be representatives of the school community and work closely with the school administration to develop a comprehensive plan for family involvement. All members of the family involvement committee who worked on the plan are listed on the table below.

Name	Position
Noelia Torres	Parent Outreach Coordinator
Dianne Dyson	ESOL Teacher
Angela Bisogno	Kindergarten Teacher, PTA Staff Liaison
Allison Green	ESOL Teacher
Mitali Ghosh	Paraeducator
Holly Hukill	ESOL Teacher
Carmen Romero	PTA President, Fourth Grade Parent
Maria Miranda	Fourth, Fifth Grade Parent
Lya Rueva	First Grade Parent
Elizabeth Deigan	Assistant Principal
Rebecca Willis	School Counselor
Susan J. Ginsberg	Title I Specialist
Dr. Joanne Smith	School Principal

Meeting Dates

September 2011
October 2011
December 2011
January 2012

Glen Haven 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.

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.

School Title I Parent Involvement Plan

Glen Haven 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 during the Parent Involvement Committee meetings
- Parents are involved in the development of our school’s Parent Involvement Plan during the Parent Involvement Committee meetings
- Distribute the Parent Involvement Plan to all parents in English and Spanish
- 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 during Open House in October
- Involve parents in planning, reviewing and improving our school’s Parent Involvement Plan and Program through surveys, Grade Level Parent Meeting evaluations and the Parent Involvement Committee meetings
- 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 to be shared in the parent newsletter



Building Capacity

- Help parents understand the Maryland School Assessment Program and the Maryland and MCPS Standards and Curriculum and the requirements of Title I during Grade Level Parent Meetings throughout the year
- Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement through Math and Reading Nights
- Provide training for staff about how to work with parents as equal partners during staff pre-service in August
- Work with other agencies and programs that support parental involvement, such as Special Education, ESOL, Kensington Wheaton Youth Services (KWYS) and the Literacy Council of Montgomery County
- Newsletters, flyers and website information is distributed in Spanish and English
- Provide reasonable support so parents may participate in school activities as much as possible, such as interpreters and childcare
- Parent Outreach Coordinator (POC) meets with parents one-on-one to provide support to increase student achievement by providing instructional training and resources



Accessibility

- Provide interpreters and translation for parents with limited English proficiency, parents with disabilities, or parents who are homeless



Parent Information Resource Center (PIRC)

- Inform parents about the Maryland Parent Information Resource Center and conferences in Spanish and English in flyers and on the school website

Glen Haven Elementary School – Parent Compact 2011 - 2012

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
High quality curriculum and instruction	<p>As a school, we expect all students to meet or exceed the MCPS grade level standards and the Maryland Voluntary State Curriculum (VSC). We will:</p> <ul style="list-style-type: none"> • review assessment results to determine strengths and needs of students • use the MCPS curriculum to plan instruction that will improve students' academic performance • give students timely feedback and opportunities to show what they know 	<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 goes to school every day on time • make sure my child does homework and schoolwork regularly 	<p>As a student, I will do my best and work hard. I will:</p> <ul style="list-style-type: none"> • come to school on time prepared to learn • pay attention in class and ask questions when I don't understand • complete all of my assignments • follow the rules of the school
Parent-teacher conferences	<p>As a school, we will:</p> <ul style="list-style-type: none"> • hold at least one parent-teacher conference annually • 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 • 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 • talk to my family about things I am learning in school
Communication/frequent progress reports	<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 • communicate with parents and students about academic progress and behavior through interims, report cards and parent-teacher conferences • provide frequent communication through announcements, newsletters, and the school 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend Back-to-School events, 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 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • talk to my family about things I like about school • ask my teacher for help when I have problems with my schoolwork/homework • share all schoolwork and notices with my family

	website to keep families informed of upcoming events		
Accessibility	<p>As a school, we will:</p> <ul style="list-style-type: none"> • provide reasonable access to the school staff • 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 PTA meetings, parent trainings, and other special activities • ensure that the school will be able to reach me at any time 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • help other students • respect all students and adults
Opportunities to be involved/volunteer	<p>As a school, we will:</p> <ul style="list-style-type: none"> • encourage all families to volunteer and be involved in the school • provide parents with opportunities to give input about the school climate and instructional program through the School Improvement Team, the Parent Involvement Committee and school surveys • encourage parents to participate in their child’s education through PTA events, Curriculum Nights, conferences, and volunteering 	<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) • join school committees, such as the Parent Involvement Committee or the School Improvement Team 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • get involved in projects that will help my school and community

In this compact, “parent” is intended to include parents, guardians, and other family members involved in supervising the child’s schooling.

Glen Haven Elementary School – Pacto de Padres 2011 – 2012

Escuelas efectivas son el producto de sus familias y su plantel de empleados que se aseguran que los niños tengan éxito en la escuela. Este Pacto es un acuerdo voluntario entre dos grupos con una misión que los une firmemente. Los invitamos a participar en esta sociedad

Responsabilidades Compartidas para:	La Escuela	Los Padres	El Estudiante
Currículo e instrucción de alto nivel	<p>Como escuela elemental esperamos que todos los estudiantes llenen o excedan los estándares de nivel de grado de MCPS y el Currículo Voluntario del Estado de Maryland (SVC).</p> <p>Nosotros:</p> <ul style="list-style-type: none"> • revisaremos los resultados de las evaluaciones para determinar los puntos fuertes y las necesidades de los estudiantes • usaremos el currículum de MCPS para preparar el plan de enseñanza que mejorará el desempeño académico de los estudiantes • daremos a los estudiantes comentarios oportunos sobre su desarrollo y oportunidades de demostrar lo que saben 	<p>Como padres, apoyaremos la enseñanza y creemos que nuestro estudiante puede alcanzar metas altas. Nosotros:</p> <ul style="list-style-type: none"> • le hablaremos a nuestro estudiante acerca de lo que está pasando en la escuela y sobre la importancia de trabajar intensamente en la escuela • nos aseguraremos que nuestro estudiante llegue a la escuela puntualmente cada día • nos aseguraremos que nuestro estudiante haga su tarea y el trabajo de la escuela regularmente 	<p>Como estudiante, yo haré lo máximo y trabajaré fuertemente. Yo:</p> <ul style="list-style-type: none"> • llegaré a la escuela a tiempo y listo para aprender • prestaré atención en la clase y haré preguntas cuando no entienda algo • completaré todas mis tareas • seguiré todas las reglas y requisitos de la escuela
Conferencias de Padres y Maestros	<p>Como escuela, nosotros:</p> <ul style="list-style-type: none"> • organizaremos por lo menos una reunión de padres y maestros al año • asistiremos a los padres enseñándoles modos de ayudar a sus hijos con sus tareas y a aprovechar su educación 	<p>Como padres:</p> <ul style="list-style-type: none"> • asistiremos a reuniones acerca de lo que nuestro estudiante esta aprendiendo • haremos preguntas acerca de cómo ayudar a nuestro estudiante en la casa 	<p>Como estudiante, yo:</p> <ul style="list-style-type: none"> • sabré lo que se espera de mi en todas las materias • hablaré con mi familia acerca de las cosas que estoy aprendiendo en la escuela
Comunicación/ informes de progreso frecuentes	<p>Como escuela, nosotros:</p> <ul style="list-style-type: none"> • estaremos en contacto con las familias acerca de los altos estándares académicos, el progreso del estudiante y el desempeño de la escuela en general • nos comunicaremos con las familias en un lenguaje que puedan entender, cuando sea 	<p>Como padres:</p> <ul style="list-style-type: none"> • asistiremos a eventos como Back-to-School , conferencias de padres y maestros, y cualquier otro programa de la escuela • nos comunicaremos con la escuela sobre cualquier preocupación acerca 	<p>Como estudiante, yo:</p> <ul style="list-style-type: none"> • hablaré con mi familia sobre las cosas que me gustan acerca de la escuela • pediré ayuda del maestro cuando tenga problemas con my trabajo en la escuela y con mis tareas • compartiré con mi familia todo el

	<p>posible nos pondremos en contacto con los padres y estudiantes acerca del progreso académico y el comportamiento del estudiante a través de 'interims', libreta de notas y conferencias de padres y maestros.</p> <ul style="list-style-type: none"> • Proporcionaremos comunicación frecuente a través de anuncios, boletines y la pagina web de la escuela para mantener a las familias bien informadas sobre eventos futuros 	<p>del proceso de aprendizaje de nuestro estudiante</p> <ul style="list-style-type: none"> • avisaremos al maestro o a la escuela cuando no entendamos algo que llegue a nuestra casa 	<p>trabajo de la escuela y los volantes o noticias que reciba</p>
Accesibilidad	<p>Como escuela, nosotros:</p> <ul style="list-style-type: none"> • daremos acceso razonable al plantel de la escuela • haremos de la escuela un lugar amigable donde los padres podrán tener reuniones, podrán hablar, y podrán saber sobre la educación de sus hijos 	<p>Como padres:</p> <ul style="list-style-type: none"> • asistiremos a las reuniones de PTA, a entrenamiento para padres, y cualquier otra actividad especial • nos aseguraremos que la escuela pueda encontrarnos en cualquier momento 	<p>Como estudiante, yo:</p> <ul style="list-style-type: none"> • ayudaré a otros estudiantes • respetaré a todos los estudiantes y adultos
Oportunidades de participación/voluntariado	<p>Como escuela, nosotros:</p> <ul style="list-style-type: none"> • incentivaremos a todas las familias para que se ofrezcan como voluntarios y para que se involucren en la escuela • ofreceremos a los padres oportunidades para que puedan dar sus ideas acerca del ambiente de la escuela y el plan de enseñanza a través del Equipo para Mejorar la Escuela (School Improvement Team), el Comité de Padres Involucrados (the Parent Involvement Committee) y encuestas (school surveys) • incentivaremos a los padres para que participen en la educación de sus hijos a través de eventos de PTA, Noches de Currículum, conferencias y voluntariado 	<p>Como padres:</p> <ul style="list-style-type: none"> • nos voluntarizaremos por lo menos para una actividad durante el año académico (ayudando en la clase, apoyando actividades especiales en la escuela, acompañando en un viaje) • nos uniremos a comités, como el Comité de Padres Involucrados, o el Equipo para Mejorar la Escuela 	<p>Como estudiante, yo:</p> <ul style="list-style-type: none"> • Me uniré a proyectos que ayudarán a mi escuela y a mi comunidad

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) 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 Parent Outreach Coordinator (POC)	Parent Involvement Plan Feedback	SANE Feedback	Ongoing Parent Involvement Committee	
3. Conduct parent meeting to disseminate information about the school's Title I school-wide program and parental rights.	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	PIC POC	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 School staff Title I Specialist Parents Students	School-Parent Compact Template	School-Parent Compact Sign off from parents School Improvement Plan	November 1 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)
Building Capacity					
6. Plan and implement parent information meetings on the following topics: <ul style="list-style-type: none"> Maryland School Assessment Program Maryland and MCPS Standards and Curriculum How to Support Reading and Math at Home 	Title I Specialist PIC School staff	PowerPoint Parent Notification Interpreter Babysitters ConnectEd	SANE	Ongoing Title I Specialist	
7. Provide training to staff on the importance of family involvement and effective practices in conducting parent-teacher conferences	Staff Development Teacher Title I Specialist	Research articles Handouts	SANE	Mid November Title I Specialist	
8. Work with other agencies and programs that support parental involvement	POC School Counselor School staff	Contact person at the agency/program	Flyers Meeting notes	Ongoing POC 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.)	School secretary School staff POC Department of Family and Community Partnerships (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)	POC School Staff	PTA Interpreter PIC Babysitters	SANE Flyers	Ongoing PIC 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)
Accessibility					
11. Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless	School Counselor POC	Interpreter School Counselor ESOL teachers	SANE Flyers	Ongoing PIC Title I Specialist	
Other					
12. Inform parents about the Maryland Parent Information Resource Center	POC Title I Specialist	Flyers School website	Newsletters	November 1 Title I Specialist	
13. Involve parents as active participants in the planning, review, and revision of the School Improvement Plan.	POC Title I Specialist	Accessible schedule Interpreter	SANE	July-September Review due quarterly to OSP	

In this compact, “parent” is intended to include parents, guardians, and other family members involved in supervising the child’s schooling.

VI. Measurement, Analysis, and Knowledge Management

Long Range Goal

By spring 2012, Glen Haven Elementary school will achieve Adequate Yearly Progress (AYP) on the Maryland State Assessment (MSA). We will meet and/or exceed the Annual Measurable Objectives (AMO) in reading and in mathematics for students in each student subgroup (African American, American Indian, Asian / Pacific Islander, Hispanic, White, students with Limited English Proficiency, students with special needs and economically disadvantaged students).

School Objective

Glen Haven Elementary School will meet and/or exceed the Maryland State Assessment (MSA) 2012 Annual Measurable Objectives:

- 90.6% of all students in the subgroups will demonstrate proficient or advanced performance in reading on the MSA.
- 89.7% of all students in the subgroups will demonstrate proficient or advanced performance in math on the MSA.

We will accomplish this by identifying formative and summative measures to ensure that we are on the right path with the actions in each category. The Baldrige Quality Tools will be utilized to take corrective action as needed.

In reading, we will focus on reading comprehension skills for grades K-5. This effort will be monitored by using the quarterly data from the Montgomery County Public Schools Assessment Program for Primary Reading (MCPSAP-PR) (Grades K-2) and Fountas & Pinnell Benchmark Assessment System (F&P) (Grades 3-5). We will also monitor monthly reading level data using informal running records. In addition, data will be collected quarterly by individual teachers for brief constructed responses (BCRs) and Comprehensive Assessment of Reading Strategies (CARS). The reading specialist will meet with grade level teams to analyze the MCPSAP-PR, Terra Nova II (TN2), MSA, F&P, and monthly running record data. This data will be analyzed to determine individual students' strengths and weaknesses with regard to reading, which will then be used to guide instruction, acceleration, and intervention.

In math, we will continue to implement Math Olympics, a school-wide basic facts practice program to increase computation skills. Visual displays of class performance will be posted in hallways and classroom data centers, in order to raise the bar and "melt the red" (students scoring basic as seen on the data charts). These visual displays will assist all staff in monitoring students' quarterly progress and performance. In addition, we will focus on improving problem solving proficiency as demonstrated on brief constructed responses. Visual aids, math vocabulary and motivational posters will be displayed throughout the building to reinforce, encourage and motivate the students of Glen Haven Elementary School about the importance of mathematics. Students will be exposed to the positive motivational posters and the vocabulary words to help them master and retain mathematical concepts. Finally, we have established math classes that are heterogeneously grouped in kindergarten through grade five; with the exception of one accelerated class in grades three through five. All math classes provide enrichment opportunities for all students. .

Unit assessments will be administered in compliance with the MCPS math curriculum. The Math Content Coach will meet with grade level teams quarterly to analyze the data at grade levels. This data will be analyzed to determine individual student's strengths and weaknesses with regard to math, with which will then guide instruction for all classes in K-5 and possible placement of students in one of the accelerated classes in grades three through five. Maryland State Assessment data in reading and math will be used to assess third, fourth, and fifth grade students' progress in March.

Glen Haven ensures the quality and availability of needed data and information through formative and summative assessments, quarterly data chat meetings, monthly ESW meetings, monthly data monitoring, weekly grade level team meetings and the use of data notebooks for each student. Data is used for continuous improvement, and it is analyzed at weekly grade level team meetings and quarterly data chats to ensure that students' strengths and needs are addressed through differentiation and acceleration.

In order to have teachers actively involved in decision-making based on student achievement, several activities will occur throughout the year:

- All grade level teams will have quarterly meetings with select members from the Professional Learning Community (PLC) to discuss the progress of each of their students based on the indicators that were taught that quarter.
- Grade level team members will create and analyze quarterly color-coded graphs and make instructional recommendations.
- Quarterly data chats will be conducted to gauge the progress toward school improvement goals and track student achievement.
- Data will be shared with all stakeholders.

VII. Process Management

Glen Haven Elementary School places a strong emphasis on program monitoring, both in terms of assessing students' progress on an on-going basis and implementing the School Improvement Plan (SIP). The school leadership team and curriculum team meet monthly to review students' academic progress using various data sources. Grade level teams meet weekly to discuss formative assessment data and students' progress in all academic areas. Intervention plans are developed for underperforming students and instructional recommendations are made and implemented. Acceleration and enrichment opportunities are provided for students who demonstrate a need for more rigorous instruction.

In addition to the School Improvement Plan quarterly review, vertical articulation team meetings are held to evaluate the impact of grade level and classroom supports. Curriculum team meetings are also held monthly to ensure quality delivery of the instructional program at each grade level for all students. Adjustments to action plans, the instructional program, and student placements are made on an as needed basis throughout the year.

Glen Haven Elementary School has a well-defined, well-designed and well-deployed process, enhanced by Baldrige Quality Tools, with which to monitor and analyze key components of the School Improvement Plan. These processes, when aligned and integrated, facilitate systematic and systemic monitoring and analysis that focus on continuous improvement of the school.

Local School Objective #1

Glen Haven Elementary School students will meet or exceed the Maryland School Assessments (MSA) Annual Measurable Objective (AMO) of 90.6% in Reading. All subgroups will achieve Adequate Yearly Progress (AYP) and will increase the percentages of students represented in proficient and advanced levels.

Glen Haven Elementary School students will meet or exceed the benchmarks for MCPS's Seven Keys for College Readiness:

MCPS Key 1: Advanced reading in Grades K – 2

- Kindergarten: Text Level 4
- Grade One: Text Level 16
- Grade Two: Text Level M, Advanced on TerraNova2

MCPS Key 2: Advanced reading MSA in Grades 3 - 5

- Grade Three: Text Level P
- Grade Four: Text Levels S-T
- Grade Five: Text Levels V-W

Rationale

Glen Haven Elementary School has achieved Annual Yearly Progress (AYP) in reading in 2011. The 2012 annual measurable objectives (AMO) for reading will require 90.6% of students to achieve proficient or advanced status. Glen Haven Elementary School Leadership Team noted that while making AYP, 3rd grade Hispanic and Limited English Proficient (LEP) students and 5th grade LEP students will require ongoing support to meet the 2011-2012 Reading AMO. We will also target all eight subgroups to increase the number of students performing proficient and advanced in reading. Refer to pages 16 - 20 for data resources.

In order for students to be successful on Maryland State Assessments (MSA), they need to demonstrate their ability to comprehend text by responding to multiple choice questions of various types, including inferences. In addition, students must respond to text by writing Brief Constructed Responses (BCRs), which are scored with a generic rubric. Our weekly team meeting, monthly curriculum team and quarterly data meetings will allow us to clarify comprehension and writing areas of weakness for our students and then pinpoint the at-risk students (as well as those who are excelling) and target interventions, including extension and enrichment activities.

Local School Objective #2

Glen Haven Elementary School students will meet or exceed the Maryland State Assessments (MSA) Annual Measurable Objective (AMO) of 89.7% in mathematics. All subgroups will achieve Adequate Yearly Progress (AYP) and will increase the percentages of students represented in proficient and advanced levels. All eight subgroups require close observation in order to reach or exceed the targeted AMO. Specific intervention and professional development opportunities to address attainment of proficiency opportunities are outlined in our action plan (pages 21-25). We will also closely monitor the successful completion of accelerated mathematics courses.

Rationale

Glen Haven Elementary School achieved Annual Yearly Progress (AYP) in mathematics in 2011. The 2012 annual measurable objectives (AMO) for mathematics will require 89.7% of students to achieve proficient or advanced status on the Maryland State Assessments (MSA). While making AYP, the following subgroups will require ongoing support to meet the 2011-2012 AMO: grade 3 Hispanic students and grade 5 Hispanic, Free and Reduced Meals (FARMS) and LEP students.