

Harmony Hills Elementary School

Baldrige-Guided School Improvement Plan

Ms. Robin Weaver
Principal

Dr. Christopher S. Garran
Community Superintendent

2011-2012

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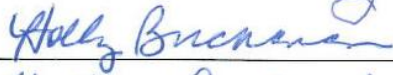
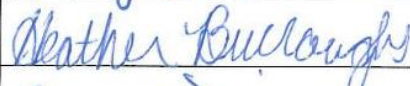

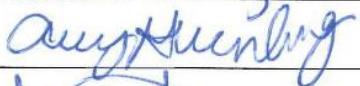






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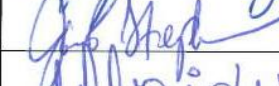
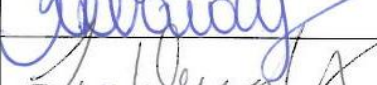





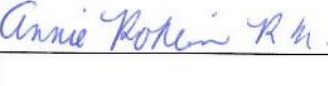
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School Improvement Team Information

Principal: Robin Weaver

All members of the School Improvement Team who worked on the plan must complete the table below. Their signatures verify that they were active members of 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 the school administration to develop a comprehensive plan for school improvement.

Print Name	Signature	Position
Staff (required):		
Robin Weaver		Principal
Cindy Chichester		Assistant Principal
Eugene Bonelli		Grade 3 Focus Teacher
Vilna Bonilla-Kenny		Parent Community Advocate
Holly Buchanan		Media Specialist
Heather Burroughs		Science Teacher
Amanda Diaz		SEIU Local 500 Representative
Amy Greenberg		Grade 1 Teacher
Jason Held		Grade 4 Focus Teacher
Sean Kinney		Kindergarten Teacher
Kathleen Marsh		ESOL Teacher
Lauren Moskowitz		MCEA Elected Faculty Representative
Kristen Samonsky		Reading Specialist
Eric Edwards		Grade 5 Teacher

Rafiya Senghor		School Guidance Counselor
Jamie Stephenson		Staff Development Teacher
Paula Teixeira-Obaidy		Intervention Focus Teacher
Lyn Wainwright		Title 1 Instructional Specialist
Lara Woodruff		Math Content Coach Gifted and Talented Teacher
Jinny Yoon		Grade 2 Teacher
Parents (required):		
Kirsy Blietz		Parent
Shebra Evans		Parent
Alexia Coreas		Parent
Others (Students, Business/Community Members):		
Lauren Dunton		Abt Associates Liaison
Annie Rohlin		School Nurse
Anna Rosales		Linkages to Learning Site Coordinator

School Improvement Team Information

Parents were involved in the development of this plan in the following ways:

1. Parents participated in all School Improvement Team meetings.
2. Discussions were held at the monthly Family Involvement Committee meetings.
3. Discussions were held at the PTA Executive Board meetings.
4. Title I Parent Meetings were also venues for discussion.

School Improvement Team meetings will be held on the following dates during the 2011-2012 school year to review and monitor progress towards goals. Adjustments are made on a quarterly basis.

October 5, 2011
November 2, 2011
December 7, 2011
January 11, 2012
February 8, 2012
April 11, 2012
May 9, 2012

See the Measurement and Analysis section for further information about the school improvement process.

**STUDENT AND
STAKEHOLDER FOCUS**

Priorities:

- A. Maintain and enhance full-service school model
- B. Continue with the 7 Keys to College Readiness programs
- C. Maintain or exceed MSA attendance standards

Action Plan:

- A. Coordinate resources to avoid redundancy of services
Regular meetings with the following committees/support providers:
 - School Improvement Team
 - Academic Intervention Team
 - Instructional Leadership Team
 - Collaborative Problem Solving
 - LTL/SBHC Case Management
 - Parent Community Coordinator
 - Family Involvement Committee
 - Parent/Teacher Association
 - Abt Associates (business partner)
 - George B. Thomas Learning Academy
- B. Provide opportunities for students to learn about and prepare for college:
 - Infusing goals to meet 7 Keys
 - Field Trips to local universities
 - Parent education on college funding
- C. Establish procedures for systematic monitoring of attendance:
 - Educate parents on attendance
 - Ensure 100% enrollment in SBHC
 - Implement truancy procedures

Harmony Hills Elementary

School Improvement Plan -- 2011-2012

LEADERSHIP

Vision:

As a model full-service school, Harmony Hills Elementary School will eliminate educational racial disparities so that race is not a predictor of academic achievement by collaborating with parents and community.

Mission:

The mission of Harmony Hills Elementary is to develop the academic identities of our students and embrace their cultural diversity as they become life-long learners and responsible citizens.

Guiding Principles:

- Honor and respect our students' racial and cultural differences.
- Act on the belief that high expectations will develop strong academic identities in all students.
- Develop students' abilities to apply technology so that they can compete in a global society.
- Empower parents and community to support student achievement through participation and partnership.
- Collaborate with Linkages to Learning to promote good physical and mental health and a healthy lifestyle.

Reaffirmed:

NEO (8/18/11), Pre-Service Staff Meeting (8/25/11) SIT (10/5/11)

Communication:

- Printed on student homework folders
- Student Expectation Pledge
- Classroom mission statements

**ORGANIZATIONAL
PERFORMANCE RESULTS**

MSA Data 2011 – Targeted

Subgroups:

- Reading FY12 AMO= 90.6% proficient
 - Sp. Ed. FY11 = 75.0% proficient
 - LEP FY11 = 76.4% proficient
- Math FY12 AMO = 89.7% proficient
 - Sp. Ed. FY11 = 62.5% proficient
 - LEP FY11 = 76.4% proficient
- Science FY12
 - SpEd FY11 = N/A
 - LEP FY11 = 9.7%

TerraNova2 2011 – All grade 2 Students

Increase number of students performing at 50th and 70th Percentile or above

Summative Data

- 1. Math Unit Assessments
- 2. ACCESS or ELLs

Monitoring Plan for Accelerated and Underperforming Students

- 1. MCPS AP-PR (3x per year)
- 2. MAP-R (3x per year)
- 3. MAP-P (3x per year)
- 4. Gifted and Talented identification fall/spring

Formative Data

- 1. Student Data Chats
- 2. Looking at Student Work protocol
- 3. Running Records for Reading Intervention students
- 4. FASTT Math

FACULTY AND STAFF FOCUS

Instruction by Highly Qualified Teachers and Paraeducators (See Attachment #3)

High-Quality Professional Development (See Attachment # 4)

Reading/Language Arts and Math:
(Targeting the performance of special needs and LEP students)

1. Fluency, Reading Comprehension and Word Work Strategies
2. Guided Reading and Guided Writing
3. Jacob's Ladder and Junior Great Books
4. Math Content, Numeration and Vocabulary
5. Universal Design for Learning

Action Plan:

SIT: monthly meetings

Job-embedded professional development for teachers/leaders/supporting service

1. Monthly training
2. Grade level (Pre-K – 5): Weekly reading and math meetings
3. Quarterly planning meetings
4. Grade-level teams grades 3 through 5 include a special educator
5. 2- week plans on network

Climate:

1. Implement the Leader in Me to effect climate change for school community
2. Demonstrate cultural competencies when working with students who are culturally and racially different
3. Educate school community on strategies to reduce/eliminate bullying

Action Plan:

1. Capture academic and behavior changes by teaching/learning the 7 Habits of Highly Effective People
2. Continue to reflect on, practice, and apply equitable strategies to demonstrate cultural competencies
3. Provide training and gather data on reduction of perceived bullying

STRATEGIC PLANNING

School Improvement Goal:

To achieve **the 2012 Annual Measurable Objective** (AMO) in reading (90.6%) and mathematics (89.7%) for all students, particularly special needs and LEP students

Needs Assessment (See Attachment # 1)

Action Plan:

Reduce class size in grades 3-4 to 20:1 in all content areas

Implement instructional strategies for highly able students (William and Mary, Jacob's Ladder, Junior Great Books)

Implement the Elementary Integrated Curriculum in K and Grades 1 and 2

Provide Reading Intervention programs to students below grade level (Grades 2-5)

Provide Math Intervention with FASTT Math to students below grade level (Grades 3-5)

Implement ESOL co-teaching in writing

Target Released English Language Learners (RELLs) and provide daily instruction for LEP "newcomers"

Offer extended day and year programs

Parent Education:

Increase parents' capacity for supporting the academic success of their children

Action Plan (See Attachment 5)

Involve parents in curriculum through Family Learning Nights

Collaborate with school partners to educate parents on the link between health, attendance, and achievement

Maximize MCPS resources and supports to families (Title I, Div. of Family and Community Partnerships, Pupil Personnel Worker, School Psychologist, etc.)

Engage parents in school decision-making processes

Monitor: School Improvement Goals

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Measures to include teachers in decision-making process regarding use of academic assessments:

1. SpEd Attendance Grades K-5
2. ESOL Attendance Grades 2-5
3. Reading Levels SpEd/ESOL
4. Math formatives SpEd/ESOL
5. Math Summatives Grades 3-5
6. MSA Practice SpEd/ESOL
7. FASTT Math Grades 3-5
8. Extra Guided Reading Levels – students 1 year or more below grade level
9. Collaborative Problem Solving Process Grades PreK/HS-5
10. Looking at Student Work Protocol
11. Data Chats – Grades PreK/HS-5

PROCESS MANAGEMENT

Attracting/Retaining Highly-Qualified Instructional Staff:

Pervasive collaborative infrastructure

Effective planning for the interviewing process

Math Content Coach .5

Gifted and Talented Teacher .5

State of the art technology

Parent Community Coordinator

Pre-School Transition:

Literacy Parties for parents (Pre-K, Head Start, Kindergarten)

Pre-K/Head Start to Kindergarten articulation process

Parent Education:

Parent Community Coordinator (Title 1 Funded)

Family Learning Nights

LTL Adult English Classes (2x per week)

LTL Evening Education Classes (health, parenting, safety, etc.)

Ruth Rales/Comcast Reading Program (Gr. 2 with Gr. 5 mentors)

Parent Orientation Meeting for incoming K students

Coffee and Conversation (monthly morning parent meetings)

Parent Compact (Title I) and Contracts (Student Behavior)

Home visits in Pre-K and Head Start

Attendance

Develop procedures for reducing the number of absent and tardy students

Provide Health/Nutrition Training for parents (SBHC)

Attachment #1
Needs Assessment

Title I School-Wide Program

Harmony Hills Elementary School

September 2011

Needs Assessment - Data Analysis

Process

The Harmony Hills school community is committed to the success of all students. To build and strengthen our culture of respect and increase equity and excellence for our staff and students, shared decision making has placed an emphasis on including all stakeholders. In accordance with the current MCAAP, MCEA, and SEIU union contracts, there has been an increase in the shared decision making through our School Improvement Team (SIT), Academic Intervention Team (AIT) and Leadership Team (LT). SIT consists of community members, parents, and professional and supporting staff members. The team discusses, clarifies, and identifies steps and processes needed to attain the goals of our School Improvement Plan (SIP). Monitoring of the SIP occurs quarterly and results are shared at this meeting to keep the community informed.

Throughout the year, the Harmony Hills staff examined and analyzed school data. As a result, we adjusted our organizational plan, class groupings, and student monitoring systems. Our School Improvement Team (SIT) used the root cause analysis process to identify school-wide needs. The Academic Intervention Team (AIT) consists of the administrators, staff development teacher, reading specialist, math content coach/gifted and talented teacher, ESOL lead teacher, focus intervention teacher with a special education background, and the school counselor. The AIT focuses on student performance, system initiatives, student attendance, and instructional programs including interventions—acceleration and remediation. Any decision made at this level is shared with our Leadership Team. AIT meets each week for one hour to discuss relevant data, student progress, and program implementation issues. Data-driven decision making is imperative to ensure equity and excellence for all of our students.

The Leadership Team consists of the team leaders for grades K-5, the arts team leader, the elected faculty representative (a Pre-K teacher), the SEIU representative, members of the AIT, and administration. This team meets twice a month for one hour to discuss and determine our school's primary focus based on assessment results. The Leadership Team discusses topics that focus on improving students' academic identities, student safety, and school climate.

This year our Data Chat process is in development. Data Chats will be held quarterly to monitor targeted students' performance levels and rates of progress. Students receiving special education services and our English Language Learners are our priority subgroups for monitoring this year.

In June, grade-level teams reviewed the results of the MCPS Assessment Program – Primary Assessment (AP-PA) -- in grades Kindergarten through grade 2. For grades 3-5, data from MAP-R and running records were reviewed. In addition, the Spring LAS-Links data were also reviewed. These data sources were used to establish Extended Learning Opportunities (ELO) Summer Adventures in Learning instructional groups.

In July, the preliminary MSA data was available. We are thrilled to report the success with our students on the Maryland School Assessment (MSA). Harmony Hills made Adequate Yearly Progress (AYP) for the 2010-2011 school year. The Safe Harbor provision was used to attain

proficiency in special education (math) and limited English proficient (reading). Although our school leaders were excited with these results, it will be necessary for us to redouble our efforts in 2012 to help our English language learners and our students with IEPs meet the rising benchmarks in reading and math respectively. Additionally, we will focus on the way in which science lessons are taught. We will need to look at science process as well as science content.

The MSA results were reviewed and analyzed by school leaders in July and August. This School Improvement Plan is based on that analysis and strategic planning to meet AYP in 2012. The data were also shared with the PTA Executive Board in September 2011. In October 2011, the School Improvement Team reviews the MSA data and the School Improvement Plan.

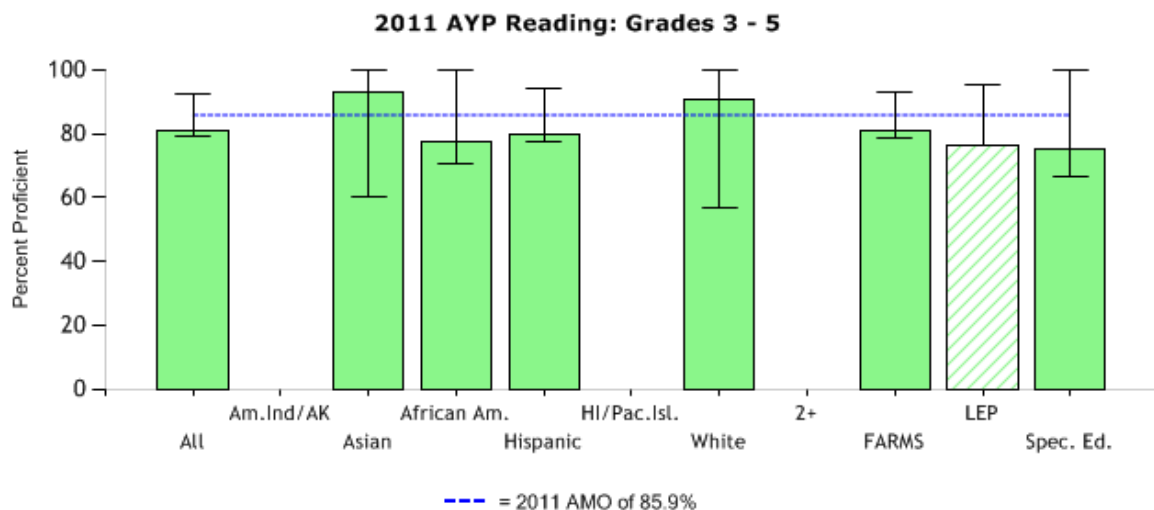
Findings

The Maryland State Department of Education (MSDE) set the 2011 Annual Measurable Objective (AMO) for all schools in Maryland in reading at 85.9% proficiency and in mathematics at 84.5% proficiency. The disaggregated assessment scores, participation rate during testing, and attendance determined whether a school achieved Adequate Yearly Progress (AYP).

At Harmony Hills, Limited English Proficient (LEP) students met the MSDE target in reading due to the Safe Harbor provision of No Child Left Behind. Our students with IEPs met the Annual Measurable Objective in math with the Safe Harbor Provision as well. Clearly our focus will be on supporting both our LEP students and students with IEPs in meeting grade-level and state expectations in reading and math in 2012. It is critical to adjust our programs to meet the needs of our students receiving special education service and for our school team to focus on the performance levels and rates of progress for our English language learners.

Even though science is not included in our school’s overall AYP, our data suggest a need to address our science program. Our 2011 data show a significant decline in student performance over the past three years. We will use the Common Core State Standards and the EIC to ensure that science content is integrated daily into reading, writing, and math instruction.

MSA 2011 Reading Data Analysis



AYP Reading Trend Data				
YEAR	Percent Proficient	Number Proficient	Test Takers	Confidence Interval
2011	81.2	160	197	79.1-92.7
2010	78.1	164	210	73.8 - 88.7
2009	80.5	173	215	68.6 - 84.5
2008	82.2	176	214	63.4 - 80.3
2007	77.2	146	189	57.7 - 76.6
2006	73.1	133	182	52.6 - 72.3
2005	71.7	132	184	47.7 - 67.8
2004	53.3	64	120	33.8 - 58.8
2003	50.0	72	144	32.4 - 55.1

The overall aggregated performance of students in grades 3, 4, and 5 identified that 81.2 % of students were proficient in reading in 2011. This was an increase of 3.1% from 2010 when 78.1% of students scored proficient. With the Annual Measureable Objective increasing to 90.6% for 2012, our school community has much to target and consider.

When the grade levels were disaggregated, 74.4% of students in grade 3, 87.8% in grade 4, and 83.3% in grade 5 met the proficient standard. In 2011, grades 5 students were the most successful with an overall 87.8% meeting or exceeding the AMO.

Racial/Ethnic Subgroups

At Harmony Hills a racial demographics analysis for 2010 shows that the overall school **population by race** is:

African American Students	21.2%
American Indian Students	0%
Asian Students	6.6%
Hispanic Students	66%
White Students	5.2%

Overall racial subgroups continue to show variance in performance. Although there has been incremental improvement, and our school achieves AYP in every racial subgroup, it is becoming more difficult to meet the AMO by subgroup. In comparing results from 2008 to 2011, we find the following increase or decrease in the overall results by race:

- The 2011 AMO in reading was 85.9%. The Asian-Pacific Islander and White subgroups were the only ones to achieve this goal with a score of 92.1% and 90.9% respectively, although our largest subgroup, the Hispanic students, scored 80.0%.
- As we consider the 2012 AMO of 90.6% proficient or advanced, the task ahead of us is challenging. This year (2011) the Asian Pacific Islander and White subgroups met the 2012 AMO.

- In 2011, the **highest scoring racial subgroups** varied **across grade levels**. The Hispanic subgroup made significant gains in grade 4 (11.0%). In grades 4 and 5, students in the African American subgroup scored 93.0%, exceeding the 2012 AMO. In addition, scores for African American students in grade 3 increased by 15.0% to 65.0%. White students in grades 3, 4, and 5 scored 100% proficient.

Scores by Racial Subgroup and Grade Level

All Grades	Asian/Pacific Islander (14 students)	African American (45 students)	White (10 students)	Hispanic (134 students)	American Indian/ Alaskan Native (0 students)
All Grades	92.1%	83.6%	100%	81.3%	--
Grade 3	100%	65.0%	100%	73.0%	--
Grade 4	100%	93.0%	100%	88.0%	--
Grade 5	66.0%	93.0%	100%	83.0%	--

Percent of Change from 2010 to 2011

All Grades (Number of Students)	Asian/Pacific Islander (14)	African America (45)	White (10)	Hispanic (134)	American Indian/ Alaskan Native (0)
Grade 3	--	+15.0	--	-12.6	--
Grade 4	--	+8.0	0.0	+11.0	--
Grade 5	-17.3	+11.2	-16.6	-3.2	--

Special Population Subgroups

At Harmony Hills, a summary of special populations for 2010 shows the following school percentages within the total population:

FARMS Students	83.8%
Special Education Students	7.7%
Limited English Proficient (LEP) Students	49.2%

- **Overall** all special population subgroups have improved since 2005. In comparing results from 2010 and 2011, we find the following change in the overall results by special populations:

FARMS Students	+ 4.3%
Special Education Students	+20.8%
Limited English Proficient (LEP) Students	+ 8.8%

In 2011, the overall score for students who qualified for the **Free and Reduced-priced Meal System (FARMS)** increased to 80.7% proficient.

- By grade level, grade 3 students with IEPs scored 75.0% proficient, while 65.0% of the non-IEP students were proficient. Of the grade 4 students with IEPs, 84.0% were proficient while the non-IEP students' score was 97.0%. In grade 5, 100% of the special education students performed in the proficient range, while 84.0% of the non-special education students were proficient.
- The grade 3 LEP students scored at the 61.3% proficient level while the grade 3 non-LEP students scored 77.0%. The grade 4, LEP students scored at the 80.8% proficient level, while the grade 4 non-LEP students scored 97.0% proficient. In grade 5, LEP students had a 67.7% proficient level, while the grade 5 non-LEP students scored 94.0% proficient. Language development for ELL and RELL students continues to be a priority.
- Overall, students in the Limited English Proficient (LEP) subgroup met AYP with safe harbor. LEP students in Gr. 3 and 5 also met AYP with safe harbor. 80.8% of LEP students in grade 4 were proficient or advanced.
- The **highest performing racial/ethnic subgroup** in 2011 is the Asian students with 92.9% proficient. When the data are disaggregated, the students in grade 4 outperformed students in grades 3 and 5. In grade 4, 87.9% were proficient. In grade 5, 83.3% were proficient and in grade 3, 74.3% were proficient.
- The **lowest-performing subgroup** continues to be students receiving Special Education services. Although we made significant gains from 2010 to 2011, this subgroup must remain a priority. We continue to look for ways to address the needs of special education students.

Trend Data Comparing FARMS, LEP and Special Education Subgroups: In 2011, students who qualified for FARMS out-performed Limited English Proficient (LEP) students in reading by 4.3% and out-performed Special Education students by 5.7%. Students qualifying for FARMS, LEP students and Special Education students all made gains from 2010 to 2011. Our Special Education students made significant gains in 2011, an increase of 20.8%.

	AMO	Percentage of Students Achieving Proficiency		
		FARMS	LEP	Special Education
2005		69.9%	56.0%	40.7%
2006		71.3%	66.1%	50.0%
2007	67.2	74.7%	69.8%	40.0%
2008	71.8	79.5%	76.9%	60.9%
2009	76.5	76.4%	72.6%	68.0%
2010	81.2	76.4%	67.6%	54.2%
2011	85.9	80.7%	76.4%	75.0%

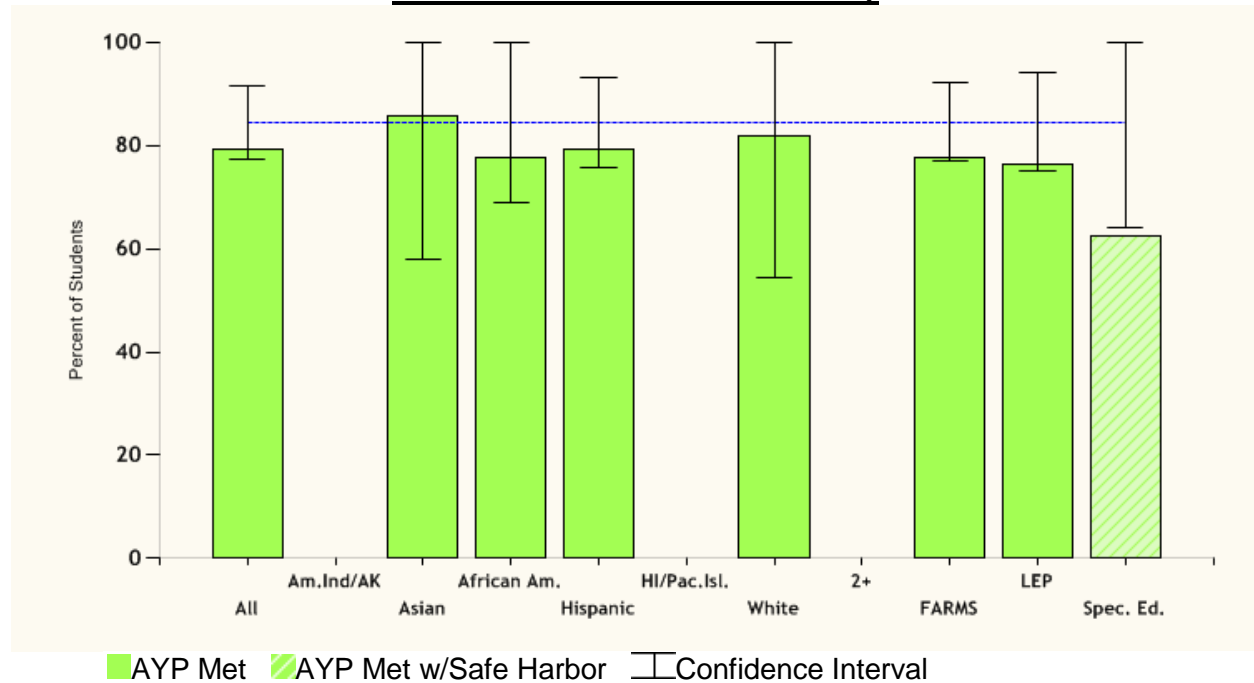
Advanced Student Results by All Groups

In 2011, 18.4% of our students performed at the advanced level in reading. This is a 1.3% increase from 2010. We will continue to stretch our students whenever we can while providing additional support for students identified as “on the cusp” of advanced.

	African American	Asian	Hispanic	White	FARMS	LEP	Special Education
2011	24.4%	21.4%	15.0%	13.3%	17.8%	0.0%	0.0%
2010	14.3%	30.8%	17.4%	13.3%	16.5%	2.7%	0.0%

MSA 2011 Mathematics Data Analysis

2011 AYP Mathematics Proficiency



2011 AMO of 84.5%

AYP Mathematics				
All Students				
	Percent Proficient	Number Proficient	Test Takers	Confidence Interval
2011	78.8	167	212	77.4-91.6
2010	77.3	163	211	71.7 - 87.1
2009	74.9	161	215	66.0 - 82.4
2008	77.4	164	212	60.3 - 77.8
2007	80.4	152	189	54.3 - 73.5
2006	79.7	145	182	48.7 - 68.8
2005	82.5	151	183	43.5 - 63.8
2004	63.3	76	120	31.6 - 56.5
2003	59.0	85	144	30.1 - 52.7

All students in all subgroups made Adequate Yearly Progress (AYP) in mathematics for 2011. To meet the Annual Measurable Objective for 2011, 84.5% of each measure group must have achieved Proficient or Advanced status on the Maryland State Assessment (MSA) of mathematics. Asian students made AYP by meeting the AMO. The subgroups of African American students, Hispanic students, White students, students receiving Free or Reduced Lunch (FARMS), and students with Limited English Proficiency (LEP) made AYP by scoring within the confidence level. The confidence level indicates that they did not score significantly below AMO. The subgroup of students receiving Special Education services satisfied AYP through Safe Harbor.

Racial/Ethnic Subgroups

- At Harmony Hills, a racial demographics analysis for 2011 shows the overall school **population by race** is:

African American Students	21.2%
American Indian Students	0%
Asian Students	6.6%
Hispanic Students	66%
White Students	5.2%

- The **overall aggregated performance** of all students in grades 3, 4, and 5 shows that 78.8% of the Harmony Hills students were proficient; this is a slight increase from the overall performance in 2010 (77.3%). When the data were disaggregated by grade level, grade 3 students scored 71.6% in the proficient range, grade 4 students scored 86.4% proficient, and grade 5 students scored 79.2% proficient.
- In **comparing overall results from 2010 to 2011**, grade 5 increased in 2011 while there was a decrease in grades 3 and 4. In grade 5, the number of students scoring proficient in math increased by nearly 6 percentage points. In grade 3, the number of students scoring proficient decreased by approximately four percentage points. In 4th grade, the number decreased by approximately two percentage points.

Mathematics Proficiency		
	2010	2011
All	77.3%	78.8%
3 rd	75.0%	71.6%
4 th	88.9%	86.4%
5 th	72.5%	79.2%

- In **comparing the advanced levels** in mathematics, there was an increase in students scoring advanced in grade 4 and a decrease in grades 3 and 5. In grade 4, the number of students scoring advanced increased by approximately 5 percentage points. In grade 3, that number decreased by approximately three percentage points. The number of students scoring advanced in grade 5 decreased by approximately two percentage points.

Percentage Scoring Advanced		
	2010	2011
3 rd	19.7%	16.2%
4 th	23.9%	27.3%
5 th	10.6%	8.3%

- In 2011, Asian students were the **highest performing** subgroup in mathematics with 85.7% proficient. This was the only subgroup that scored above the 2011 AMO of 84.5%. The Asian students were followed by White at 81.8% proficient. The Hispanic population followed with 79.3% proficient. It is important to note that these results reflect the performance of 14 Asian students in grade 3, 4, and 5 and 11 White students in grades 3, 4, and 5.
- The **lowest performing** racial/ethnic group overall was the African American students. In both **grades 3 and 4**, the Hispanic students outscored the African American students. In 3rd grade there is a difference of 6 percentage point and in 4th grade roughly 12 percentage points. However, in 5th grade, the African American students outscored the Hispanic students by nearly 12 percentage points. The number of Asian and White students in grades 3, 4, and 5 fell below the minimum number of 5 students each that is required to report scores at the level of the individual grade.

Proficient by Race/Ethnicity 2011				
	African American	Asian	Hispanic	White
All	75.6%	85.7%	79.3%	81.8%
3 rd	64.79%	*	70.8%	*
4 th	78.6%	*	90.7%	*
5 th	85.79%	*	73.5%	*

* The number of Asian and White students in grades 3,4, and 5 fell below the minimum number of 5 students each that is required to accurately report scores at the level of the individual grade.

- **Comparing data** from 2010 and 2011, there was a slight decrease in African American students meeting the proficient standard in grades 3 and 4. In grade 3, the number of students scoring proficient decreased by 2%. The percentage of proficient African American students in grades 4 decreased by approximately six percentage points. There was a significant increase in 2010 and 2011 for grade 5 of approximately twenty-four percentage points.

African American Proficiency		
	2010	2011
All	67.3%	75.6%
3rd	66.7%	64.7%
4th	84.2%	78.6%
5th	61.1%	85.7%

Special Population Subgroups

- At Harmony Hills, an analysis of special populations for 2011 shows the overall school percentages by special populations:

FARMS Students	87.3%
Special Education Students	10.4%
Limited English Proficient (LEP) Students	41.5%

- Overall, the performance of students who qualify for the **Free and Reduced-priced Meal System (FARMS)** increased between 2010 and 2011. In 2010, 74.4% of the students participating in FARMS scored in the proficient range in mathematics; in 2011, 77.3% were proficient.
- An analysis of **FARMS by grade level** shows an increase in proficiency among students in fifth grade. The number of FARMS students scoring proficient increased by approximately 11 percentage points in grade 5 and decreased by approximately 6 percentage points in grade 3 and by 1 percentage point in grade 4.

FARMS Proficiency		
	2010	2011
All	74.4%	77.3%
3rd	74.5%	68.8%
4th	86.8%	85.7%
5th	67.2%	78.5%

- **Limited English Proficient (LEP) students** in grade 3 scored 58.1% proficient in mathematics while 78.8% of all (LEP + non LEP) students scored proficient. In grade 4, 80.8% of the LEP students scored in the proficient range and in grade 5, 71.0% of the LEP students were proficient.

LEP Proficiency		
	2010	2011
All	71.7%	69.3%
3rd	66.7%	58.1%
4th	82.8%	80.8%
5th	62.5%	71.0%

- **Special education students** continue to be the lowest performing subgroup. Overall, proficiency of students receiving special education services in mathematics performance increased by fifteen percentage points from last year. Special education students scored 59.1% proficient in 2011 and 44.4% proficient in 2010. The percentages by grade cannot be determined because there were not enough students within each subgroup to accurately report scores.

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Special Education Proficiency		
	2010	2011
All	44.4%	59.1%
3rd	50.0%	*
4th	50.0%	*
5th	45.5%	*

* The number of Special Education students in grades 3, 4, and 5 fell below the minimum number of 5 students each that is required to accurately report scores at the level of the individual grade.

- In 2011 in mathematics, a **comparison of subgroups** reflects the following: FARMS students outperformed Limited English Proficient (LEP) and special education students. Of the FARMS students, 77.3% scored in the proficient range. Of LEP students, 69.3%, scored in the proficient range. Special education students scored 59.1% proficient. Both FARMS and LEP students' scores increased between 2010 and 2011.

Advanced Student Results by All Groups

Although the percentage of students performing at the advanced level in mathematics is increasing in most subgroups, there continue to be disparities across racial/ethnic and special population groups. Asian (42.9% advanced) and White (36.4% advanced) students have higher percentages of students performing at the advanced level than any other group in mathematics. Other subgroups with advanced performance in order of highest to lowest are: African American students (17.8%), FARMS students (15.3%), , special education students (13.6%), Hispanic students (12.9%), and LEP students (6.8%). Hispanic students have a greater percentage of students scoring proficient (or advanced), but a lesser percentage of students scoring advanced; more Hispanic students do well, but fewer do very well, in comparison to White or Asian students.

Advanced by Race/Ethnicity 2011				
	African American	Asian	Hispanic	White
All	17.8%	42.9%	12.9%	36.4
3rd	11.8%	*	12.5%	*
4th	28.6%	*	23.3%	*
5th	14.3%	*	4.1%	*

* The number of Asian and White students in grade 3, 4, and 5 fell below the minimum number of 5 students each that is required to accurately report scores at the level of the individual grade.

Overall Needs Assessment in Math

Overall, the results of the 2011 math MSA are encouraging. The scores of each subgroup increased except Asian, Hispanic, and LEP, with the proficiency of Special Education students increasing by almost 16 percentage points. Asian students decreased (92.9% to 85.7%), but the rate of proficiency is still relatively high and the limited number of students in this subgroup makes this decrease of limited instructional concern. White achievement increased from 73.3% to 81.8% proficient. African American student scores increased by approximately 8 percentage points (67.3% to 75.6%); however, their overall proficiency is still low. While the LEP students proficiency dropped slightly (71.7% to 69.3%) the proficiency of this subgroup is a concern. Both African American and LEP subgroups will require focused attention. One unexpected conclusion is the disproportionality of Hispanic students scoring advanced. There are fewer Hispanic students scoring advanced than would be expected given that they are the third (very close to second) highest achieving subgroup at Harmony Hills. For 2011, the AMO will be 84.5 percent proficient with the confidence level extending down. If we continue the increases in proficiency we achieved in 2011 we have a good chance of making AYP in 2012.

MSA 2011 Grade 5 Science Data Analysis

The overall aggregated performance of students in grade 5 identified that 32.9% of students were proficient in science in 2011. This was a decrease of 0.8% from 2010 when 33.7% of students scored proficient. When compared to the county as a whole, our scores show a significant gap in performance. In FY11, 74.1% of MCPS students were proficient, which is a difference of -41.2%.

Racial/Ethnic Subgroups

- At Harmony Hills, a racial demographics analysis for 2010-2011 shows that the overall school **population by race** is:

Subgroup	FY10	FY11
African American Students	22.4	21.2%
American Indian Students	0.2%	0%
Asian Students	6.5%	6.6%
Hispanic Students	65.4%	66.6%
White Students	5.6%	5.2%

- In 2011, African American students were the **highest scoring subgroup**.

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Special Population Subgroups

- At Harmony Hills, a summary of special populations for 2010-2011 shows the following school percentages within the total population:

Subgroup	FY10	FY11
FARMS Students	31.4%	27.2%
Special Education Students	15.4%	N/A
Limited English Proficient (LEP) Students	11.8%	.09%

- The **highest-performing special population subgroup** was the FARMS subgroup.
- The lowest performing subgroup was the LEP subgroup. This group scored significantly lower in 2010 than in 2011. As a result of this data, the School Improvement Team has identified science as an academic goal in our SIP Action Plan. This Action Plan will highlight specific steps taken by the school to address our challenges in science.
- **Trend Data Comparing FARMS, LEP and Special Education Subgroups over the past 4 years:** The following chart compares the sub group results in science.

	FARMS	LEP	Special Education
2011	27.2%	.09%	N/A
2010	31.4%	11.8%	15.4%
2009	48.4%	42.9%	N/A
2008	40.4%	38.5%	N/A

This will be our fourth year with a Science Lab using Title 1 funds. The teacher in the Science Lab serves all students (K-5). The instructional design is based on the MSDE State Curriculum in Science and the MCPS Elementary Integrated Curriculum. Students come to the Science Lab for 45-55 minutes each week. The science Focus teacher will work with teams this year to align and integrate the content, vocabulary and inquiry-based instruction in the Science Lab and MCPS science instruction in the classrooms.

Other supports for this science initiative include:

1. Participate in GreenKids Project which brings scientists to the classroom and provides funds for science-related field trips.
2. Include technology-supported resources in all science units using Promethean Boards.
3. Convene Science and Technology Committee which will meet monthly
4. Sponsor Family Learning Night in Science and Technology.
5. Involve students in our SERT Program to learn ways to monitor and reduce the use of energy

Additional Data and Targets

TerraNova Second Edition (TN2) – Grade 2

The TN2 is a data point collected in MCPS but not statewide. The chart below shows the 2009 - 2011 results for Harmony Hills.

Percentage of Students Scoring at the 50th NCE or Higher

	Composite	Reading	Language	Mathematics	Language Mechanics	Math Computation
HHES 2009	56.0	43.0	54.0	57.0	70.0	71.0
HHES 2010	55.0	49.0	56.0	45.0	52.0	57.0
HHES 2011	47.0	40.0	41.0	43.0	40.0	78.0
Differences	-12	-9	-15	-2	-12	+21

All grade 2 students took the TN2 in April of 2011. Results for 2011 show a considerable decrease from 2010. There was a decrease of 12.0% in the Composite results. The number of students scoring at or above the 50th NCE increased in Math Computation by 21.0%, while the Math scores also decreased by 2.0%. There was a significant decrease of 12.0% in the number of students performing at or above the 50th NCE in Language Mechanics. There was also a decrease in Language of 15.0%. A decrease of 9.0% was reported in the Reading portion of the test.

Percentage of Students Scoring at the 70th National Percentile or Higher in Reading

	All Students	African American	Hispanic	Asian	White	ESOL	FARMS	Special Education
2010	24%	32%	20%	20%	67%	20%	24%	0%
2011	41%	25%	9%	33%	25%	21%	41%	0%

MCPS Assessment Program – Primary Assessment (AP-PA) – Kindergarten-Grade 2

Analysis of the MCPS-AP data indicates that a significant number of our K-2 students met the MCPS benchmark for reading proficiency.

	Benchmark	FY10	FY11
Kindergarten	Level 4	88%	82%
	Level 6 +	64%	63%
First Grade	Level 16	86%	85%
Second Grade	Level M	78%	76%

However, there are still a significant number of students entering grade 3 who are not fluent readers. Improving reading fluency, phonemic awareness and vocabulary development remain a challenge for all students, particularly those receiving special education and ESOL supplemental services.

MCPS and Harmony Hills Gifted and Talented Data

The Harmony Hills Gifted and Talented (GT) trend data from 2006-2011 show that the percentage of students identified as Gifted and talented has increased, declined, and increased once again. The percentage of students identified as GT in the spring of 2011 was 22.7% a decrease of approximately three percentage points from the previous year.

	2006-2011 Percentage of Students Identified ad GT				
	06-07	07-08	08-09	09-10	10-11
Harmony Hills ES	17.3	26.7	23.8	25.6	22.7%

MCPS and School Suspension Data

In MCPS, the target for suspensions in elementary schools in 2011 is $\leq 1.3\%$. Harmony Hills meets the standard for all students in all subgroups with the exception of the special education subgroup. There were 2.4 % suspensions of special education students in 2011.

Attendance Data (Grades 1 through 5)

2011	96.1%
2010	96.0%
2009	95.0%
2008	96.2%
2007	96.3%
2006	95.2%

Harmony Hills has met the MSA standard for attendance for six years. This continues to be an area to celebrate, however, in the past two years, our special education students did not meet the AMO outright. We did meet AYP by using Safe Harbor in the special education student population. Therefore, monitoring attendance rates, particularly for our special education students, is paramount. We will provide counseling, somatic support, and education to parents of students who have more than a 10% absence.

In addition, some international families will return to home countries during the academic year. This is particularly evident with countries in Central and South America Students miss school 2-4 weeks at a time while on these trips. Rarely, do we know that that family is traveling prior to the time that tickets are purchased. Our SIT will continue to make monitoring attendance a priority.

Articulation Data – Early Childhood

Transition to Kindergarten begins at Kindergarten Orientation in May. Head Start, Pre-K, and new students are enrolled at this time. Parents are provided with information about ELO and students are enrolled in the summer program whenever possible. Parents are surveyed to determine each child’s language background. All students with a second language at home are tested in September to determine eligibility for ESOL services during the school year. For the second year, we will offer all-day Head Start for 20 students.

In July 2011, seventy-nine (59%) of our 135 incoming kindergarten students attended Extended Learning Opportunities Summer Adventures in Learning (ELO). Parents of kindergarten children enrolled in the ELO program participated in training on the “kindergarten toolkit,” carried out by the Title I instructional specialist. During this meeting, parents were trained on strategies to support their children in reading and math at home, and were given a box of instructional materials to use at home throughout the school year.

Kindergarten Data FY12		
Number of Students Enrolled (9/11)	135	
Student: Teacher Ratio	18:1	
Students with no Pre-K, HS, or Family Child Care Experience	46	34 %
Students who attended ELO	79	59%

Head Start and Pre-K Data FY12		
Number of Students Enrolled (9/09)	61	
Student:Teacher Ratio	10:1	
Students who will articulate to HHES FY11	(52)	(85)%

Articulation Data – Elementary School to Middle School

Harmony Hills grade 5 students participate in the MCPS Middle School Magnet Consortium (MSMC). All students living in our attendance area choose to attend one of the following schools: Argyle Magnet School for Digital Design and Development, A. Mario Loiederman Magnet School for the Creative and Performing Arts, or Parkland Magnet School for Aerospace Technology.

FY12	Argyle	Parkland	Loiderman	Total
Girls	7	17	9	33
Boys	10	18	7	35
Total	17	35	16	68

Harmony Hills grade 5 teachers and the school guidance counselor worked collaboratively with the MSMC to encourage girls to go to the science and technology middle schools and boys to attend the performing arts middle school.

Intake Process for Students Enrolling for the 2011-2012 Year

During the enrollment process, parents are provided with information about our school programs including the Linkages to Learning and School-based Health Center. Students who enroll during the summer are encouraged to participate in our Extended Learning Opportunity (Title 1-funded summer program). Students are assigned to classrooms after considering the class size and the demographics of the classroom. Student records are requested, received, processed, and reviewed by the administrative team. Teachers are provided with pertinent information to facilitate student learning. The school guidance counselor welcomes the new student on his/her first day and takes the student (and family) on a tour of the building before taking the student to his new classroom. New students are assigned “buddies” by their classroom teacher. The Math Content Coach and the Reading Specialist are available to conduct informal assessments if it is necessary. The ESOL team and special education team are also involved in reviewing incoming files as appropriate.

Collaborative Problem Solving at Harmony Hills (CPS)

At Harmony Hills, professional staff members have participated in Collaborative Problem Solving for the past 6 years. Our program is called Collaborative Problem Solving or CPS. Our CPS program has two primary expected outcomes:

1. Identify goals and interventions for students not meeting benchmarks while monitoring the students’ responses to the interventions.
2. Develop the capacity of general education teachers to meet students’ needs without moving towards a special education plan by meeting in teams to collaborate on strategies.

In this process, teachers work on their grade-level teams to gather data, set goals, implement intervention strategies, and monitor students’ responses to the interventions. Teachers build capacity for supporting students individually and with their colleagues. It is a team approach. It is our experience that CPS is a strong asset in our goal of increasing our students’ proficiency in reading and math. In addition, students who are struggling increase their engagement with the content, context, and process of learning challenging materials.

CPS data will be collected and analyzed quarterly. Grade-level CPS coaches will meet monthly for training, development, and support.

MCPS Performance Targets—2011-2015

In April 2010, MCPS revised key Performance Targets for data points to raise expectations and standards for student and school performance. Performance Targets were set for 2011 through 2015.

Performance Targets		2011	2012	2013	2014	2015
Students meeting or exceeding Grade 2 benchmark	MCPS Target	81.0	85.0	89.0	93.0	97
	HHES Data	85.0				
Students successfully completing Math 6 by end of Grade 5	MCPS Target	TBD				
	HHES Data	60.6*				
Students proficient or higher in MSA reading	MCPS Target	85.9	90.6	95.3	100	100
	HHES Data	81.6				
Students proficient or higher in MSA mathematics	MCPS Target	84.5	89.7	94.8	100	100
	HHES Data	78.8				

*Source: Harmony Hills Elementary School

MCPS Keys to College Readiness for Elementary Schools

In spring 2009, MCPS introduced the 7 Keys to College Readiness for K-12 educators to prepare students for college, careers and citizenship. Three of the seven keys target elementary school students:

Advanced reading in Gr K-2, advanced reading in MSA in Gr 3-8 and advanced math in Grade 5.

MCPS 7 Keys Targets		Percentage of Harmony Hills Students Reaching the 7 Keys Target				
		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Key 1: Advanced Reading GrK-2	Target: Score of 70th percentile or better on TN2	17%	15%	17%	17.2%	5.6
Key 2: Advanced Reading Gr 3-8	Target: Score at Advanced Level on MSA Reading Grade 3	8.9%	3.3%	5.6%	17.1	18.4
Key 3: Advanced Math in Grade 5	Target: Completion of Math 6 in Grade 5 with a mark of C or better	33.9%	48.6%	55.1%	50%	60.6

Problem Clarification

The Harmony Hills school community reviewed the data when it became available in July 2011. The Leadership Team (LT) determined that, this year, our primary focus would be in four areas:

- Special Education Math - Build the capacity of staff to differentiate math instruction by planning math lessons that incorporate the Thinking and Academic Success Skills.
- ESOL Reading - Improve the performance of ESOL students by implementing co-teaching in the writing block.
- Climate - Build school-wide community where everyone feels empowered and active participants in the decision-making process.
- Science – Use the EIC and Common Core State Standards to determine best practices and instructional strategies that embed the science content within reading, math, and writing.

School leaders considered ways to improve our students' performance, particularly special education students and English language learners. The School Improvement Team (SIT) meets in October to review the 2011 MSA data and other data sources. The SIT will discuss the stakeholders' input and finalizes the areas to target for improvement. Six areas of academic performance and climate have been prioritized:

1. Special Education students continue to struggle in meeting state standards in reading and math. Strategies to address these areas of need are:
 - Continue to refine our Home School Model for special education students.
 - Conduct supplemental special education services through a 'plug-in, pull-aside' model of instruction in the general education classroom. Students with IEPs and non-IEP students will be provided support as needed.
 - Monitor students' performance on weekly formative assessments during math team meetings.
 - Conduct quarterly data dialogues with each team (K-5) to identify students who are not meeting math benchmarks as indicated by Math Unit Assessments.
 - Provide access to FASTT Math intervention for all special education students for 10 minutes daily.
 - Use Universal Design for Learning (UDL) to keep students engaged, present content in flexible ways and provide students with appropriate accommodations.
2. Limited English Proficient (LEP) students continue to enroll in large numbers. LEP students require intensive instruction, support, and monitoring. Strategies to address this area of need:
 - Conduct supplemental ESOL services through co-teaching during the writing block with ESOL teachers and general education teachers in the general education classroom.
 - Ensure that the general education teachers are knowledgeable about and are including language objectives for all ESOL students in the class through collaboration with ESOL teachers in writing meetings.
 - Provide intensive support for Level 1 ESOL students and newcomers.
 - Include LEP students in grades 2- through 5 who are performing below grade level in reading intervention
 - Monitor our RELL students carefully to ensure that the supports needed are in place throughout the instructional day.

3. Climate for building school-wide community where everyone feels empowered and are active participants in the decision-making process. Strategies to meet this area are:
 - Continue to implement the Leader in Me (7 Habits of Highly Effective People) in all areas of the school community.
 - Encourage staff to reflect positively and openly about our school climate and mobility
 - Improve the vehicles for all stakeholder input and feedback on school programs and decisions
 - Continue to embed the 7 Habits language to support both staff and student empowerment
4. Science instruction is an area of focus and we are committed to increasing instructional time and effort in this content area. Strategies to meet this focus area are:
 - Provide access for all students (K-5) to explore science concepts in our Science Lab.
 - Introduce students to the inquiry method during science instruction while expanding vocabulary, observation and data collection skills, and making hypotheses.
 - Provide opportunities to demonstrate proficiency, knowledge, and interest in conducting science explorations and experiments.
 - Collaborate with science teacher and classroom teachers to design lesson plans that emphasize the science process.

Strategic Planning: Schoolwide Reform Strategies

The programs listed below ensure that underperforming students reach proficient or advanced on the MSA and MCPS benchmarks. The core MCPS instructional academic program provided at Harmony Hills Elementary School is supplemented with additional research-based instructional strategies and programs as described below:

Early Success Initiative: The Early Success Initiative, a comprehensive and complex early literacy program composed of multiple components, has been the central focus of an intensive in-depth study since the 1999-2000 school year. Designed as a multi-faceted effort to improve the reading performance of elementary school students in MCPS, the Early Success Initiative has included three significant components: 1) class size reduction in kindergarten, grade 1 and grade 2; 2) increased time in these classrooms for uninterrupted reading instruction (90-minute block); and 3) staff development in a balanced literacy approach to reading instruction.

The strength of this Early Success initiative lies not only in the research-based support for the effectiveness of each of these components taken alone, but most importantly in the commitment on the part of MCPS to undertake the challenging task of implementing an integration of all three components in kindergarten, grade 1, and grade 2 classrooms. As a natural extension of the initiative, the balanced literacy approach, based on the work of Fountas and Pinnell, aligned with the National Reading Panel Report, is the foundation of instruction in grades 3 through 5. Class sizes in grades 3-5 remain within the district guidelines.

Supplemental Guided Reading/Guided Writing/Jan Richardson Model

This program provides an additional session of small-group guided reading for students in Grades 2-5 who are reading a year or more below grade level. Teachers provide instruction on specific reading strategies to support student growth in the areas of decoding, comprehension, fluency, and vocabulary development. In addition to the guided reading instruction, guided

writing will be used to help students learn to better communicate their knowledge and thoughts in writing.

The Leader In Me: *The Leader In Me* brings the *7 Habits of Highly Successful People* into the classroom and introduces students to its practices and language before they enter the workforce. Utilizing timeless, principle-centered language, *The Leader In Me* is an operating system that allows the instruction of Montgomery County curriculum through *The Leader In Me* lens. Teachers are able to use a common language and have a common goal throughout the school.

This operating system is in place in over 250 schools nation-wide and many more throughout the world. Full implementation of *The Leader In Me* has resulted in greatly increased test scores as well as a dramatic decrease in discipline referrals.

Harcourt Math: Harcourt Math provides focused instruction on key skills, plenty of practice for mastery and retention, comprehensive assessment, and focused intervention. “Winter Spring 2000 Study of Instructional Effectiveness,” a study conducted by Educational Research Institute of America, documented how effective Harcourt Math is in raising test scores. Data from pre- and post-tests indicated gains that were statistically significant in scores of all the units taught from grades 3-5.

FASTT Math: The FASTT Math intervention program uses the research-validated FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) to help all students develop fluency with basic math facts. FASTT Math automatically differentiates instruction based on each student’s individual fluency levels in customized sessions in grades 3, 4 and 5. Students build fluency in FASTT Math because of the targeted instruction, engaging practice games, and embedded motivators. Teachers and administrators benefit from instantaneous progress monitoring, comprehensive reports, and a simple implementation model. The *FASTT Math* approach has been validated over several years of research with both non-struggling and struggling students. Results indicate that math-delayed students who used the *FASTT Math* approach increased their fluency by more than 70%. Those students who received no intervention showed no growth.

William and Mary: The William and Mary Language Arts program will be implemented in classrooms in gr. 2-5. Each teacher will identify highly able students and students who are motivated to accept more challenging text, to use the William and Mary program during their Guided Reading block. Students will participate in lessons designed to gain improved competence in the areas of reading, writing, and critical thinking. All students in gr. 2-5 will be introduced to some of the William and Mary strategies through lessons in the MCPS instructional guides.

Junior Great Books Program: This program is proven to help students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Teachers in classrooms most often lead the program with students of mixed abilities as an integral part of the regular language arts curriculum. However, it is flexible enough to focus on the needs of English language learners, gifted, and Title I students. Junior Great Books is used with grades k – 5 at our school.

Science Experimentation and Exploration: A science lab program has been implemented in addition to the grade level classroom science instructional program provided using the Maryland State Curriculum. Students participate in an additional weekly science lessons in a lab setting. The science focus teacher provides instruction each week to students in grades K-5.

Universal Design for Learning (UDL): UDL is an educational approach to curriculum and instruction using technology to enable students with diverse learning needs to be successful in the classroom. We have purchased mobile labs that can be used to support special education students through technology.

Ruth Rales Comcast Kids Reading Network: The Ruth Rales Comcast Kids Reading Network is a partnership with the RFI Foundation, Comcast Cable Inc., and the Montgomery County Department of Health and Human Services that was developed to improve the reading skills of at-risk students. This program uses the scientifically research based, Reading Together™ instructional program. Selected second grade students will work in a one to one setting with a student mentor to improve their ability to decode and comprehend on grade reading materials. This reading initiative also serves as a way to help improve the leadership of mentor students as they work to help a younger peer in an academic pursuit.

Measurement, Analysis, and Knowledge Management
Measures to Include Teachers in Decisions Regarding the Use of Assessments

Successful practices concerning reading, mathematics, and attendance that have the greatest likelihood of ensuring that all students enrolled in the school (including those in targeted groups (Special Education and Limited English Proficient) will meet the state’s proficient level of achievement:

Grade Level(s)	Data Point(s)	Contact Persons	Administered By	Frequency	Review Structure
K-5	SpEd Attendance	AIT	Classroom Teachers	1x per quarter	AIT Meeting
2-5	ESOL Attendance	AIT	Classroom Teachers	1x per quarter	AIT Meeting
K-5	Reading Levels SpEd/ESOL	Reading Specialist	Classroom Teachers, SpEd Teachers	Ongoing	Reading Meetings
2-5	Math Formative(s) (SpEd/ESOL)	Math Content Coach	Classroom Teachers, SpEd Teachers	Ongoing	Math Meeting
2-5	Math Summative(s)	Math Content Coach	Classroom Teachers	Ongoing	Math Meeting
3-5	MSA Practice SpEd/ESOL	Reading Specialist	Classroom Teachers and Test Accommodators	4x per year	Reading and Math Meetings
3-5	FASTT Math	Math Content Coach	Classroom Teachers	Monthly	Math Meeting
2-5	Extra Guided Reading Levels – students 1 or more years below grade level	Reading Specialist	Classroom Teachers	Monthly	Reading Meeting
PreK/HS – 5	Looking @ Student Work Protoccol	Reading Specialist	Classroom Teachers	Monthly	Reading/Math Meeting
Pre-K/HS – 5	Data Chats	Reading Specialist/Math Content Coach	Classroom Teachers	TBD	1x per quarter

Measurement, Analysis, and Knowledge Management

Measures to Include Teachers in Decisions Regarding the Use of Assessments

Data Chats are held during reading and math meetings every 5 to 6 weeks throughout the school year. Teachers prioritize students by race with the goal of eliminating the achievement gap and ensuring that “race will not be a predictor of performance.” During these meetings, teachers present, probe, and learn from each other as they drill down deeply into the data. The following guidelines are used during data dialogue team meetings:

- All team members participate. Each presenter has 2-3 minutes to summarize the class baseline. Other team members pose questions about the data that was presented.
- Teams use common formative data assessments for the data points.
- Teachers use the “Diagnose/Re-teach column on the data dialogue sheet to note specifically where they will next go during instruction with the student.
- Initial data dialogues provide baseline data. Subsequent data dialogue meetings look for trends, as indicated by 4 or more data points.

Monitoring the School Improvement Plan

The School Improvement Plan (SIT) is monitored on a monthly basis for a full day each month. In September, members of the School Improvement Team, made up of community members, parents, and professional and support staff, report and review the draft School Improvement Plan, including linkages charts, action plans, and narrative. During subsequent meetings further review and analysis of student data, evaluation results from activities, and quarterly results of action plan steps are carried out

During the morning sessions with the entire school improvement team, reports are shared by representatives of each stakeholder group regarding reading, math, science, family involvement data, activities, and programs. Particular attention is given to developing the capacity of school and community leaders to reach the vision of the school.

In the afternoon, school-based School Improvement Team members meet to further discuss, clarify, and identify steps and processes to take in order to reach the goals of the School Improvement Plan and fully carry out the action steps in reading, math, and family involvement. Monitoring occurs throughout the quarterly marking periods and is reported to the community each semester.

Action Plan

(Directions: Develop measurable action steps/objectives/processes to achieve SIP goals to be monitored weekly, monthly, quarterly, as appropriate. Outline the actions chronologically and/or group action steps by function (e.g., data analyses, student interventions, staff development).

Harmony Hills Elementary School

September 2011

SIP Goal/Objective (Annual Measurable Objective (AMO) 2012): ESOL – Reading - Improve the performance of ESOL students

Action steps/objectives/processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results/Next Steps (include evaluation of processes for effectiveness and efficiency)
Implement a school wide co-teaching model during the writing block.	Classroom Teachers ESOL teachers K. Marsh K. Samonsky J. Stephenson	Weekly planning meetings Quarterly planning days for each team	Grade level writing plans, schedules	Quarterly – SIT	
Collaborate within the planning for writing to integrate language development (listening, speaking, reading and writing) particularly for English language learners.	Classroom Teachers ESOL teachers K. Marsh K. Samonsky J. Stephenson	Weekly planning meetings Quarterly planning days for each team	Surveys Agendas	Quarterly – SIT	
Analyze student work using a school-wide protocol to monitor progress for all students.	Classroom Teachers ESOL teachers K. Marsh K. Samonsky J. Stephenson	Weekly planning meetings Quarterly planning days for each team	Writing samples, Rubrics	Quarterly – SIT	

Action Plan

(Directions: Develop measurable action steps/objectives/processes to achieve SIP goals to be monitored weekly, monthly, quarterly, as appropriate. Outline the actions chronologically and/or group action steps by function (e.g., data analyses, student interventions, staff development).

Harmony Hills Elementary School

: September 2011

SIP Goal/Objective (Annual Measurable Objective (AMO) 2012): Special Education Math Build the capacity of staff to differentiate math instruction by planning math lessons that incorporate the Thinking and Academic Success Skills

Action steps/objectives/processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results/Next Steps (include evaluation of processes for effectiveness and efficiency)
Differentiate instruction to meet the needs of all students, particularly those with special needs.	Team Leaders J. Stephenson L. Woodruff P. Teixeira	Grade Level and School Level CPS meetings Quarterly planning days for each team	Surveys Walkthroughs Formative/Summative Math Assessments Observations by administrators	Quarterly – SIT	
Integrate Thinking and Academic Success Skills (TASS) at each grade level by prioritizing the concepts on a quarterly basis Quarterly and Weekly plans will reflect TASS.	Team Leaders J. Stephenson L. Woodruff P. Teixeira	Weekly planning meetings Quarterly planning days for each team	Surveys Walkthroughs Formative/Summative Math Assessments Observations by administrators	Quarterly – SIT	
Monitor students' progress weekly and discuss ways to adjust instruction to meet the needs of students, particularly those with special needs.	Team Leaders J. Stephenson L. Woodruff P. Teixeira	Weekly planning meetings	Surveys Walkthroughs Formative/Summative Math Assessments Administrative review of grade level formative data records in reading and math	Quarterly – SIT	

Action Plan

(Directions: Develop measurable action steps/objectives/processes to achieve SIP goals to be monitored weekly, monthly, quarterly, as appropriate. Outline the actions chronologically and/or group action steps by function (e.g., data analyses, student interventions, staff development).

Harmony Hills Elementary School

September 2011

SIP Goal/Objective (Annual Measurable Objective (AMO) 2012): Science - Improve the performance of students in science content and process

Action steps/objectives/processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results/Next Steps (include evaluation of processes for effectiveness and efficiency)
Collaborate with the science teacher and classroom teacher to design lesson plans that emphasize the science process	H. Burroughs J. Stephenson Team Leaders School Improvement Team	Quarter Planning Meetings	Lesson plans Walkthroughs	Quarterly - SIT	
Integrate student writing with science content and process	H. Burroughs J. Stephenson Team Leaders School Improvement Team	Quarter Planning Meetings	Writing samples Lesson plans	Quarterly - SIT	
Use the EIC and Common Core Standards to determine best practices and instructional strategies to use to embed the science content with other content areas	H. Burroughs J. Stephenson Team Leaders School Improvement Team	EIC Common Core Standards	Lesson plans Formative and summative assessments	Quarterly - SIT	

Action Plan

(Directions: Develop measurable action steps/objectives/processes to achieve SIP goals to be monitored weekly, monthly, quarterly, as appropriate. Outline the actions chronologically and/or group action steps by function (e.g., data analyses, student interventions, staff development).

Harmony Hills Elementary School

September 2011

SIP Goal/Objective (Annual Measurable Objective (AMO) 2012): Climate Build school wide community where everyone feels empowered and active participants in the decision-making process.

Action steps/objectives/processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results/Next Steps (include evaluation of processes for effectiveness and efficiency)
Build capacity of staff on ways to perceive satisfaction in working at HHES. What would it take to recommend our school to others?	SIT Members Faculty and Staff	Staff Development Specialist	Capture sheets from brainstorming sessions Surveys	Quarterly – SIT	
Provide time for faculty and staff to discuss the root causes of Staff Mobility while expanding the conversation throughout the school community (and not just the Leadership Team).	SIT Members Faculty and Staff	Staff Development Specialist	Capture sheets from brainstorming sessions Data from Root Cause Analysis (baseline and progress) Surveys	Quarterly – SIT	
Increase the language, concepts and application of the Leader in Me (7 Habits) as the School Community Code.	SIT Members Faculty and Staff		Video tape samples (classroom sessions, town meetings, parent learning nights) Surveys	Quarterly – SIT	

Attachment #2
MSA Trend Data
2007-2011

**Maryland School Assessment Proficiency Rate
2007-2008 through 2010-2011
Disaggregated by Testing Group**

	Grade 3							
	Math				Reading			
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
All Students	75.0	60.3	75.0	71.6	72.8	72.4	77.9	74.3
African American	60.0	52.4	67.0	64.7	73.1	83.0	50.0	64.1
American Indian				*				*
Asian/Pac. Islander	100.0			*	83.3			*
Hispanic	79.1	62.5	79.0	70.8	74.4	68.8	75.0	72.9
White	80.0	83.3	60.0	*	40.0	66.7	66.7	*
SPED	44.4	28.6	25.0	*	44.4	100.0	40.0	*
LEP	58.3	56.3	68.0	58.1	58.3	68.8	66.6	61.3
FARMS	69.0	54.9	75.0	68.7	67.8	70.6	64.9	73.4

	Grade 4							
	Math				Reading			
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
All Students	78.0	85.9	86.0	86.4	86.6	80.8	80.6	87.9
African American	59.1	80.0	85.0	78.6	81.8	85.0	85.0	85.7
American Indian				*				*
Asian/Pac. Islander		100		*		83.3		*
Hispanic	84.0	88.9	75.0	90.7	88.0	80.0	77.0	88.4
White	83.3	66.7	100	*	83.3	66.7	100	*
SPED	37.5	70.0	50.0	*	50.0	60.0	42.9	*
LEP	69.2	74.1	81.0	80.8	73.1	70.4	65.5	80.8
FARMS	75.4	83.1	86.0	85.7	86.0	74.6	77.2	89.3

	Grade 5							
	Math				Reading			
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011
All Students	69.1	74.7	71.0	79.2	83.3	86.1	86.9	83.3
African American	50.0	58.8	55.0	85.7	75.0	82.4	81.8	92.9
American Indian			100	*			100	*
Asian/Pac. Islander		100	100	*		100	83.3	*
Hispanic	77.8	76.9	71.0	77.6	88.9	84.6	89.8	79.6
White		80.0	80.0	*		100	83.4	*
SPED	44.4	14.3	45.0	*	77.8	57.1	66.7	*
LEP	69.2	62.5	66.0	71.0	83.3	75.0	73.4	67.7
FARMS	70.9	75.4	71.0	78.5	83.9	83.6	85.3	81.5

*Indicates no students or fewer than 10 students the category

Attachment #3

Highly Qualified Teachers Plan for MCPS

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

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

Tasks	Office(s) Responsible	Time Line	Task Review Dates
6. Assign a staff development teacher to every school to ensure that staff members are supported in job-embedded professional development linked to the school improvement process.	Office of Human Resources/Department of Staffing	August-June	January and June
7. Provide training to school teams on effective practices for coaching and supporting colleagues	Office of Human Resources/Department of Staffing	July-June	January and May
8. Provide job-embedded professional development linked to the School Improvement Plan	Office of Human Resources/Department of Staffing	October-April	January-May
9. Provide best practices training for gifted and talented teachers and math content coaches	Office of Human Resources/Department of Staffing	August - May	September, November, January, and March

Harmony Hills 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 a Title I School.

Tasks	Person(s) Responsible	Time Line	Task Review Dates
Provide job-embedded professional development linked to the School Improvement Plan	Administrators (Weaver, Chichester) SDT (Stephenson) 7 Team Leaders	October-May	Quarterly
Select candidates from the pool of Highly Qualified teachers who have a passion and/or skill in working with students attending a Title 1 school	Administrators (Weaver, Chichester) SDT (Stephenson) 7 Team Leaders	May-August	Quarter 1
Orient, train, and coach teachers new to the profession in implementing the MCPS curriculum, grouping strategies, and monitoring student performance.	Administrators (Weaver, Chichester) SDT (Stephenson) 7 Team Leaders	August-May	Quarterly
Provide teachers in their second year of teaching and beyond with opportunities to refine instruction and expand the capacity for demonstrating high expectations for all students	Administrators (Weaver, Chichester) SDT (Stephenson) Reading (Samonsky) Math/GT (Woodruff) Title 1 Specialist (Wainwright) 7 Team Leaders	August-June	Quarterly
Provide support for staff for interpreting and translations by Parent Community Coordinator (0.750) funded by Title 1	Administrators (Weaver, Chichester) Title 1 Specialist (Wainwright) PCC (Bonilla-Kenny)	August -June	Quarterly
Provide professional development to paraeducators to ensure coordinated instructional support and communication with classroom teachers.	Administrators (Weaver, Chichester) SDT (Stephenson) Reading (Samonsky) Math/GT (Woodruff) Title 1 Specialist (Wainwright)	September-May	Quarterly
Provide substitute time for teachers for professional development in guided reading and writing.	Administrators (Weaver, Chichester) SDT (Stephenson) Reading (Samonsky) Title 1 Specialist (Wainwright) 7 Team Leaders	October-May	Quarterly

Provision of Instruction by Highly Qualified Teachers

The recruitment, selection, and retention strategies and tasks listed on the Highly Qualified Teachers Plan for Montgomery County Public Schools and Harmony Hills Elementary School have been carried out at Harmony Hills Elementary School in collaboration with the Office of Human Resources/Department of Staffing, Division of Title I Programs, and the Harmony Hills School Leadership Team.

This has resulted in meeting the school system objective to ensure that the classes in our Title I School are taught by Highly Qualified and certified teachers and thus address the needs of our diverse population. Over the past 5 years, professional staff has met the standard of 100% highly qualified for our certified professionals. All of the paraeducators in our Head Start, Pre-K, and K-5 classes are qualified, and each supports student instruction under the guidance of our highly qualified teachers in academic content areas. We will continue to carry out these strategies and tasks in order to provide quality instruction to all students at Harmony Hills.

Harmony Hills Elementary School Classes Taught by Teachers Who Are Highly Qualified											
% HQ classes						% Non-HQ classes					
05-06	06-07	07-08	08-09	09-10	10-11	05-06	06-07	07-08	08-09	09-10	10-11
90.6	100.0	100.0	100.0	100.0	100.0	9.4	0.0	0.0	0.0	0.0	0.0

Coordination and Integration of Federal, State, and Local Funds - Programs

Harmony Hills Elementary School houses the Linkages to Learning Program and the School-Based Health Center which are funded collaboratively by MC Health and Human Services, The MC Mental Health Association/Kensington Wheaton Youth Services, and MCPS. This collaboration provides families and students social services, mental health services, and somatic health services on a daily basis throughout the school year. Linkages to Learning staff include a social service case manager, mental health therapist, and site manager. The School-Based Health Center is staffed with a school health nurse, health technician, nurse practitioner, and a pediatrician.

Extended Day, Week, and Year Programs

Because Harmony Hills is a Title I school, students have the opportunity to participate in extended day, week, and year programs: Harmony Hills Elementary School participates as follows:

First, our students participate in the Extended Learning Opportunities Summer Adventures in Learning (ELO/SAIL) – Extended Year program which 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:

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

The ELO/SAIL program consists of four hours each morning for a four-week period. The program is offered at no cost to families, as federal funds are used to support the program. All students receive breakfast and lunch at no cost, and transportation to and from the program is provided. The duration of the daily instructional component of the program is a minimum of three hours. The instructional schedule includes reading/language arts and mathematics each day.

The ELO/SAIL program is extended into the afternoon with the 21st Century Community Learning Grant. Harmony Hills is one of only six Montgomery County Title I schools that participated in the 21st Century Community Learning grant program. This afforded 135 of our students an arts instructional program each afternoon for four weeks during the summer, with instruction in creative arts, physical education and sports, including dance, music, painting, drawing, and sports. The program is carried out in collaboration between MCPS Division of Title I Programs and the Montgomery County Recreation Department and was housed at our school each afternoon following the morning ELO/SAIL academic program.

Second, Harmony Hills students are invited to participate in programs that extend the school day. All year long, students participate in two after school tutoring programs sponsored by Linkages to Learning. We expect this to continue during the current school year. Also, using MCPS extra-curricular funds, students participated in Healthy Clubs. The funds for the activity bus were provided by MCPS and our PTA.

Third, our students participated in Saturday School sponsored by the George B. Thomas Learning Academy (GBTLA): Harmony Hills students and families are encouraged to participate in the “Saturday School” program offered at Wheaton High School and eleven other sites. During 2010-2011, thirty-seven of our students attended. Bus transportation was provided from two of the apartment sites in our school area and will continue this year. GBTLA offers grade-level instruction in content areas to our students for 3 hours on each of 23 Saturdays from October to May. We are hoping that sixty students will participate during the current school year. Parents receive information on this program through flyers, at PTA meetings, and during family day and evening learning events.

Coordinating with Business and Community Partners

Harmony Hills continues its partnerships with Abt Associates, St. Matthews Presbyterian Church, and The League of Women Voters. Representatives are regular members of the School Improvement Team, attending our monthly meetings. Our partners assist the SIT by reviewing data and making recommendations to improve our performance by all students. Abt Associates frequently provides volunteer support with its employees and has made monetary donations over the past few years to support our technology and other school initiatives.

Schoolwide Program Coordination for Homeless Students

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

During the school year Harmony Hills 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.

Coordination and Integration of Federal, State, and Local Funds - Staffing

In order to meet the needs of our diverse student population, several positions have been added to the regular MCPS staffing allocation using Title I funding. The positions are:

1. Lower Class Size Focus Teacher-Grades 3 and 4 (2.0): These positions are used to lower the student/teacher ratio.
2. Intervention Focus Teacher (1.0): This position is designed to work with students who are on the "cusp" of meeting the Proficient or Advanced standards for the grade level. Special attention will focus on students will learning differences.
3. Science Lab Teacher (1.0): This position provides instruction to K-5 students to meet indicators outlined in the MSDE State Science Curriculum in a fully equipped science lab setting. This program supplements the MCPS science curriculum delivered to students in grade-level classrooms by classroom teachers.
4. Gifted and Talented Title 1 Teacher (0.5): This position is designed to work with students and with teams of teachers to accelerate the learning particularly of those students who are within the special populations (FARMS, English language learners and special education students). In addition, the teacher in this position supports MCPS in facilitating all activities for unmasking the hidden potential of students and screening for the gifted and talented designation. This GT Title 1 Teacher meets with teams of teachers each week. In this position, targeted direct service is provided to students performing above grade level

5. Math Content Coach (0.5): This position is designed to work with certified staff only to increase the capacity of teachers in the area of mathematics. The teacher in this position facilitates and supports all teams of teachers in implementing the MCPS math curriculum, expanding teachers' knowledge of research-based instructional strategies, and collecting and analyzing students' performance and progress data to adjust programs. In this position, the MCC facilitates professional development with general education teachers.
6. Head Start Teacher (1.0): This position is used to increase our previous part-time Head Start Program to full-day Head Start.
7. Parent Community Coordinator (0.750): This position is used to expand the communication and experiences within our diverse community of students and their families. A particular emphasis is to increase the understanding between our Black and Latino communities. Our PCC is bilingual/bicultural (Spanish/English).
8. Focus Paraeducators (2.850): These positions will provide academic support to students by highly qualified paraeducators within the classroom setting under the direction of highly qualified classroom or special education teachers.
9. Head Start Paraeducator (0.525): This additional allocation will be used to expand our part-time Head Start Program to full-day Head Start. The additional hours will be used to overlap during the lunch hour to ensure that all Head Start staff have a duty-free lunch while the supervision of students continues.

Attachment #4

Staff Development Plan for Harmony Hills

Staff Development Plan for HARMONY HILLS ES

Date: 9/11

Action Steps/Objective/Processes and Timelines	Person Responsible	Resources Needed	Monitoring Tools, Data Points (Formative and Summative)	Monitoring Date and by Whom	Results (include evaluation of processes for effectiveness and efficiency)
Collaborative Problem Solving (CPS): A problem solving system designed to reduce the number of students identified for Special Education, particularly of minority students.	CPS Consultant, CPS Facilitators, CPS Coaches, Staff Development Teacher	CPS notebooks <i>MyMCPS</i> intervention tool	Teachers, staff, administrators	August 2011– June 2012 School Improvement Team	Review at monthly staff meetings, CPS business meetings, and School Improvement Team meetings and bi- weekly grade-level team meetings
Guided Reading/Writing Training: Training will be provided by the Reading Specialist for all HS/PreK –Grade 5 teachers new to HHES, and ESOL and Special Ed teachers. Strategies include: analyzing student data for the purposes of grouping and choosing a focus strategy, matching appropriate texts to each reader, and teaching decoding, fluency, self-monitoring, vocabulary, and comprehension.	Reading Specialist, Staff Development Teacher, Intervention Focus Teacher	<i>The Next Steps in Guided Reading</i> by Jan Richardson Guided reading notebooks	HS/PreK, SpEd and ESOL teachers (particularly those new to HHES)	August 2011– June 2012 School Improvement Team	Gather feedback from participants and incorporate into subsequent trainings
FASTT Math Training: Training will focus on how teachers assess, program for, and monitor using a research-based math intervention program particularly suited to special education students.	Math Content Coach, Staff Development Teacher	Computers Software	Grades 3-5 Teachers	August 2011– June 2012 School Improvement Team	Review data in grade-level team meetings

Staff Development Plan for HARMONY HILLS ES

Date: 9/11

Action Steps/ Objectives/Processes and Timelines	Person Responsible	Resources Needed	Monitoring Tools and Data Points (Formative and Summative)	Monitoring Date and by Whom	Results (include evaluation of processes for effectiveness and efficiency)
Baldrige Tools: Teachers will continue to use Baldrige strategies with their students (mission statements, consensograms, plus/delta feedback, etc.) Classroom teachers will teach students how to keep individual data and monitor their own progress (data walls or notebooks)	Staff Development Teacher, Baldrige Instructional Specialist, Administration	3-ring binders Data collection sheets	Data Chats Informal Observation	August 2011– June 2012 School Improvement Team HS/Pre-K through Grade 5 Teachers	Review at monthly School Improvement Team meetings
Special Populations: Provide training for general education teachers and paraeducators on how to differentiate and teach SpEd students in the classroom to increase the number of students achieving at the proficient and advanced levels.	Title 1 Instructional Specialist, Intervention Focus Teacher		HS/Pre-K through Grade 5 Teachers, Paraeducators	August 2011– June 2012 School Improvement Team	
Math Content and Process: Provide training and support for math ‘teachers of record’ in math content, math vocabulary and math processes. Ensure that all students have opportunities to try ‘challenge’ (above level) questions.	Math Content Coach, Staff Development Teacher		Math Unit Assessments Weekly formative assessments MSA Math	August 2011– June 2012 School Improvement Team	
7 Keys/College Readiness: Provide job-embedded professional development to accelerate learning in reading and math. Target students who will be accelerated by math topics and reading strategies. Ensure that all students have access to challenging content and materials.	Reading Spec. Math Content Coach, Staff Development Teacher, GT Title 1 teacher	MyMCPS website	MSA data TN2 data Primary Assessment data	August 2011– June 2012 School Improvement Team	Review at monthly staff meetings and School Improvement Team meetings

Staff Development Plan for HARMONY HILLS ES

Date: 9/11

Action Steps/Objectives/Processes and Timelines	Person Responsible	Resources Needed	Monitoring Tools and Data Points (Formative and Summative)	Monitoring Date and by Whom	Results (include evaluation of processes for effectiveness and efficiency)
Program, Analysis, Diagnosis and Instruction (PADI): Provide training for new and experienced PADI teachers in HS/Pre-K through Grade 2 in using strategies to nurture the gifts of early learners, particularly African American and Hispanic students	Accelerated and Enriched Instruction (AEI) trainers, GT Title 1 Teacher	Substitutes PADI notebooks	HS/Pre-k through Grade 2 Teachers	October, January, March	
Focus on Paraeducators: professional development on the following topics: impact of race on student achievement; strategies for working with special needs students and English language learners; and effective ways to communicate with teachers on student achievement	Title 1 Instructional Specialist, Staff Development Teacher		Supporting Service Instructional Staff (HS/Pre-k through Grade 5)	Oct 2011 – May 2012	
7 Habits: Provide training for all teachers and students on leading principle-centered lives. Teachers and students will demonstrate and model each of the seven habits throughout the building daily.	Staff Development Teacher, Administrators	<i>Leader in Me</i> and <i>Seven Habits of Happy Kids</i> by Sean Covey	Instructional Staff including all Professional and Support Staff, Administrators	August 2011– June 2012	Review at monthly staff meetings and School Improvement Team meetings
Empowering Parents: Provide training for all teachers on how to connect with parents (relationships) – particularly African American and Latino parents.	Title 1 Instructional Specialist, Team Leaders Staff Development. Teacher		Instructional Staff including HS/Pre-k through Grade 5 Teachers, Administrators	Nov 2011 and April 2012	

Attachment #5

Family Involvement Plan

- Overview of Family Involvement
- Family Involvement Committee Roster
- Harmony Hills Elementary School Parent Involvement Plan
- MCPS Policy on Parent Involvement
- MCPS Regulation on Parent Involvement
- Harmony Hills Elementary School Parent Compact
- Harmony Hills Elementary School Action Plan FY12

Overview of Family Involvement

The National PTA established National Standards for Parent and Family Involvement. The six standards are the following:

Standard I	Communicating
Standard II	Parenting
Standard III	Student Learning
Standard IV	Volunteering
Standard V	School Decision Making and Advocacy
Standard VI	Collaborating with Community

The School Improvement Team has aligned all family partnership, involvement, and empowerment goals with the National PTA Standards. Three groups have the primary responsibility for monitoring the effectiveness and productivity of our family involvement initiatives: the School Improvement Team, the Harmony Hills Family Involvement Committee, and the Division of Title I Programs.

The School Improvement Team focuses on Standard V, School Decision Making and Advocacy with our community partners (Abt, Linkages to Learning, and the School-Based Health Center.) We ensure that parents are involved in understanding how to access resources in a public school in the United States. For many of our international parents, this is a new experience. A review of SIT minutes and actions reflects how our families are involved in making decisions at the school level.

The Family Involvement Committee meets monthly September through May. The committee includes professional and support staff, the Title I Instructional Specialist, and parents. The Action Plan that follows targets Standard III, Student Learning; Standard IV, Volunteering; and Standard VI, Collaborating with Community.

The MCPS Title I Office supports the Harmony Hills School Improvement Team in a variety of ways. The Title 1 Instructional Specialist collaborates with school staff on outreach activities such as our monthly Coffee and Conversation sessions, our Family Learning Nights and our Saturday Field Trips for parents to learn how to use the resources of the Washington metropolitan area to support their children's learning. In addition, the Title Instructional Specialist ensures the coordination and integration of federal, state, and local funds for family involvement purposes.

In order to meet the family involvement tasks and activities mandated by the NCLB Act, the Title 1 Office provides technical support for all activities; responsibility for many of these requirements are jointly shared by the school and the Title 1 Office in MCPS. In addition to our Family Involvement Action Plan (below), the following required actions and events are in place:

1. Plan to Disseminate Title 1 Information on our school-wide Title 1 program: Our Title 1 programs are shared with families and community members at Back to School Night. In addition, we have an Open House on Columbus Day and the Title 1 Instructional Specialists presents a Power Point Presentation on all components of our program. Information about our Title I school-wide program is also shared with families during other family meetings, such as Coffee and Conversation, kindergarten orientation, and curriculum nights.

2. Provide information in a variety of languages: All information generated from MCPS is available in multiple languages (Spanish, French, Cambodian, Vietnamese, Korean, etc.). All items generated at Harmony Hills specifically are provided to parents in both English and Spanish. When a Connect-Ed message is generated it is in English and Spanish.
3. Develop, revise and distribute the School-Parent Compact and local school Parent Involvement Plan. The FY12 School-Parent Compact and FY12 local school Parent Involvement Plan are developed in collaboration with staff and families through the School Improvement Team and Family Involvement Committee and will be reviewed and revised in the spring by our School Improvement Team. The draft and final Compact and Plan are shared with parents at various times and in various formats, such as on our website, during evening curriculum meetings, kindergarten orientation meetings, PTA executive board and general membership meetings, and daytime coffee and conversation meetings. The School-Parent Compact is shared with each family during parent conferences.
4. Review and update the Family Involvement Action Plan: Our Action Plan is reviewed, discussed and revised on a monthly basis with the Family Involvement Committee. Notes from the Family Involvement Committee are available in our Media Center and by request.
5. Provide information to teachers on parent conferences: Teachers are committed to connecting with parents at all times. MCPS schedules two half days for teachers in grades 1-5 to conduct conferences. At Harmony Hills, we decided that we would use one of the half days to provide evening conferences for working parents. In order to reach as many parents as possible, we schedule siblings together and we seek information from parents on their preferences. We ensure that interpreters are available. The Instructional Leadership Team ensures that all teachers have information on how to make the most of the limited (15 minute) time available for the conferences. The Title 1 Instructional Specialist also provides suggestions to teachers on how to maximize the time to establish the home-school connections that propel learning.
6. Provide parents with information on MSA, the MSDE State Curriculum and MCPS Standards and Curriculum: Although information about standards, expectations, and assessment goals are included in all family education sessions (Family Math and Reading Nights), we schedule one meeting at the beginning of the second semester (February) that specifically describes the Terra Nova 2 (for grade 2) and MSA (for grades 3-5).

The Harmony Hills Welcome Initiative

This year, our school community is continuing to carry out and expand the Welcome Initiative with families. We are committed to creating a climate where students, families, and staff are engaged, positive, and welcomed. With families, in particular, we have dramatically changed our design. We have based our Welcome Initiative with parents on the work of Karen Mapp, Ann Henderson, Vivian Johnson, and Don Davies in their book *Beyond the Bake Sale*. We will continue our goal to build relationships with families by offering opportunities to learn, to engage, and to enjoy their children in an educational environment. We implemented our plan at Back to School Night. Rather than offer the traditional classroom presentations, each grade-level team planned and welcomed families for a social gathering with an emphasis on building partnerships and the common goal of putting each child front and center. The excitement, energy, and positive perspectives on the coming year far exceeded expectations. The Family Involvement Committee, the School Improvement Team and School Leadership Team gathered and analyzed feedback from families and staff, and used this data to determine continuation of this format and how we might improve it for this year's Back to School

Night. On a daily basis, our Welcome Initiative includes strategies identified by and for staff to use to make our stakeholders welcome throughout the school year. Staff members greet each child at the door and make a concerted effort to do the same for families when they enter the school building.

After-action reports and comments from families have shown us the value of our efforts to build relationships with our students and family members. Last year, there were increases in the number of family members who attended our daytime and evening family learning events and in the number and degree of participation. Parents participated in decision-making at both our School Improvement Team and Family Involvement Committee meetings. Parents were also involved in our Volunteer Program and PTA leadership.

Parent Community Coordinator and Parent Resource Room

Harmony Hills will use Title I funds again for a 0.75 parent focus paraeducator to support families with translations, interpretations, and interactions. The PCC provides Spanish translation and interpretation services on a daily basis in order to meet the needs of a large proportion of our families who are from Spanish-speaking countries or families. In collaboration with the Title 1 Specialist, the PCC takes an active role in planning and carrying out parent learning events. She serves as a liaison to our PTA and supports our families and staff in parent conferences before, during, and after school. The PCC takes an active role in recruiting and supporting our increasing number of school and PTA parent and community volunteers. The PCC maintains a parent resource room, keeping it stocked with informative documents for families and making the space available for parents to meet or work on projects in the school.

Involving Parents in Decision-Making

Our School Improvement Team identified this as a priority. As a result, our short-term goals for this year are:

- Increase the number of parents on school decision-making committees (SIT, Discipline, Technology, and Family Involvement).
- Seek input from parents on how best to allocate our Title 1 Family Involvement funds.

Family Involvement Committee Information

Principal: Robin Weaver

All members of the **Family Involvement Committee** who participated in the development of the school improvement plan are listed below. The Family Involvement Committee provides feedback and contributes ideas as vital stakeholders in the school improvement process. The team should be representative of the families, community and local school. This committee serves as a partnership to work closely with the school leadership to develop a comprehensive plan for school improvement.

Name	Position/ Role
Robin Weaver	Principal
Chaunetta Anderson	Grade 3 Teacher
Julie Bilenker	Grade 1 Teacher
Vilna Bonilla-Kenny	Parent Community Advocate
Silvia Chang	Grade K Teacher
Zoe Cohen	Head Start Teacher
Bethany Czaja	Grade 2 Teacher
Marguerite DeWitt	Grade 1 Teacher
Lileth Diego	Parent
Martha Doyle	ESOL Teacher
Shebra Evans	Parent
Ana Harding	Grade 2 Teacher
Martha Lopez	Special Education Resource Teacher
Ashley Mauck	Grade 4 Teacher
Jayme O'Melia	Grade K Teacher
Rafiya Senghor	Guidance Counselor
Timothy Smith	Special Education Teacher
Lynda Wainwright	Title I Instructional Specialist
Erica Washington	General Music Teacher

Harmony Hills Elementary School 2011-2012 Title I Parent Involvement Plan

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

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



General Requirements

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



Building Capacity

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



Accessibility

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



Parent Information Resource Center (PIRC)

- ✓ Inform parents about the Maryland Parent Information Resource Center and conferences

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

Part I: General Expectations for Parent Involvement

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

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

Part II: Description of How the Local Education Association (LEA) Will Implement Title I Parent Involvement Required Components:

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

1. Coordination and Support

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

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

Providing Assistance and Training

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

Specific topics of training include:

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

2. Ensuring Accessibility

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

3. Building Capacity for Parental Involvement

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

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

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

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

4. Integration with Other Programs

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

5. Parent Involvement Activities

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

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

6. Parental Input on the Title I Parent Involvement Plan

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

Requirements appear in *The No Child Left Behind Act 2001*, section 1118 (a-g)
8/25/09

Harmony Hills 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.

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

REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

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

Responsible Office: Deputy Superintendent

Parent Involvement

I. PURPOSE

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

II. RATIONALE

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

III. DEFINITION

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

- A. Communicating
- B. Parenting
- C. Student Learning
- D. Volunteering
- E. School Decision-making and Advocacy
- F. Collaborating with Community

IV. PROCEDURES FOR SCHOOLS

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

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

- b) Get information on “parenting” topics such as nutrition, health, self esteem, parent/child communication, motivation, discipline, child development, and other topics relevant to the specific population
 - ii. Providing space for parent training and parent materials, as feasible
 - iii. Ensuring that parenting information is provided to parents on a regular, systematic basis by using such forums as parenting sections in newsletters, discussion groups, conferences, workshops, web sites, and list serves, etc.
 - iv. Parenting information should be translated, as appropriate and feasible.
- E. Assist parents in playing an integral role in student learning by:
 - i. Providing appropriate information for staff to work effectively with parents in order to support the concept of learning at home, including such topics as:
 - a) How to support academic and behavioral expectations
 - b) How to share curriculum content with parents
 - c) How to facilitate parent participation in children’s learning at home
 - ii. Providing materials on what their child is learning and how to expand on school learning at home, as well as suggestions about available resources
 - iii. Suggesting ways that parents can enrich and support the curriculum
- F. In accordance with regulation IRB-RA *Use of Volunteer Services*, encourage parents to volunteer in the classroom, in other areas of the school, and/or at home by:
 - i. Providing information for staff use in the development of jobs for volunteers
 - ii. Maximizing opportunities for parent volunteer participation, including the participation of parents with special needs or limited English proficiency, and parents of students with special needs or limited English proficiency
 - iii. Providing orientation and training for parent volunteers, seeking support from central office personnel when appropriate
 - iv. Identifying a member of the school staff to work cooperatively with the PTA, and other parent groups to encourage parent participation
- G. Respect the right of parents to serve as advocates and support this advocacy by:
 - i. Recognizing that advocacy requires that people understand issues, and have information about the processes for addressing these issues, including due process rights
 - ii. Encouraging parents to participate in the development, monitoring, and evaluation of the school improvement plan
 - iii. Providing leadership/advocacy information for parents
 - iv. Encouraging the growth and development of parent groups, PTAs, and other community groups that reach out within the school community, as well as participating in county, state and national efforts for children and for education
- H. Collaborate with local community resources and informing families about those resources by:
 - i. Identifying resources that serve families within the community
 - ii. Informing school staff of the resources for families available in the community
 - iii. Involving community members in school volunteer and mentor programs
 - iv. Providing information about community agencies that provide family support services and adult learning opportunities
 - v. Developing partnerships with local business and service groups to advance student learning and to assist schools and families

V. PROCEDURES FOR CENTRAL OFFICES

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

- A. Local schools in their comprehensive parent involvement efforts and in the use of interpreter and translation services whenever feasible
- B. Communication with parents about school system policies, practices, regulations, and other general information
- C. Development of parenting programs and materials for all parents including those who are English language learners or have special needs. This may include the use of cable television, pamphlets, adult education courses, parent resource areas, parent information centers, and programs designed to orient new parents to MCPS by:
 - i. Providing materials and resources to inform staff and parents

Harmony Hills Elementary School – Parent Compact

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

Shared Responsibilities for:	School Staff	Parent	Student
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 State Curriculum (SC). 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 website to keep families informed of upcoming events 	<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

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, family learning 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.

ONE-YEAR ACTION PLAN - DRAFT
SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

School: Harmony Hills ES			School Year: 2011-2012		
GOAL 1—ACADEMIC (Aligned with National PTA Standard III) • Improved student performance in READING and MATHEMATICS					
Desired result(s) for this goal: To achieve the 2012 annual measurable objective (AMO) in reading (90.6%) and mathematics (89.7%) for all students, particularly special needs students and English language learners				How will you measure the result(s)? As measured by Maryland School Assessment for students in grades 3, 4, 5	
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Students will complete interactive homework assignments with an adult at home. Family Fun Project	4, 6, 2	November - May	Pre-K through grade 5	<ol style="list-style-type: none"> 1. Discuss intent and procedures with the Instructional Leadership Team (October). 2. Prepare a 'one-pager' to send home to parents describing the expectations and procedures (November). 3. Design a Parent Survey on value and use of interactive homework assignments. 4. Analyze results from Parent Survey. 5. Celebrate with classes based on participation 	
Students will be supported by parents who have participated in school-lead training on the Seven Habits of Highly Effective People and other family learning experiences. Family Learning Nights (2) Math Mover Night Empty Bowl Night Science and Technology Night Saturday Field Trips (2)	1, 2, 4	November - May	Pre-K through grade 5	<ol style="list-style-type: none"> 1. Design the school calendar to include parent education sessions on a variety of topics such as the Leader in Me. 2. Family Learning Nights will occur 3 times per semester. 	
Any extra funds, supplies, or resources needed for these activities? Limited Title 1 Stipends for Learning Nights					

ONE-YEAR ACTION PLAN - DRAFT
SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

School: Harmony Hills ES			School Year: 2011 - 2012		
GOAL 2—BEHAVIORAL (Aligned with National PTA Standard III) • Improved interpersonal skill development for students					
Desired result(s) for THIS goal: Students will demonstrate skills and strategies in pro-social behaviors.				How will you measure the result(s)? As measured by the number of leadership behavior observed (7 Habit Leaves)	
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Students will take responsibility for managing school behaviors during instruction when provided feedback and grow as leaders by following: A. The Debugging strategies and B. Stephen Covey's 7 Habits of Highly Effective People: 1. Be Proactive – You're in charge 2. Begin with the End in Mind – Have a Plan 3. Put First Things First – Work first, then play 4. Think Win, Win – Everyone can win 5. Seek First to Understand, Then to be Understood – Listen before you speak 6. Synergize – Together is better 7. Sharpen the Saw – Balance feels best	1, 2	October - June	Pre-K through grade 5	1 Students and staff will review the expectations for maintaining a high level of time on learning tasks during classroom instruction (Sept - Oct). 2 Students will learn the Debugging strategies to manage personal feelings and interactions (ongoing) 3 Track and celebrate progress by numbers of leaves students receives monthly 4 Students will participate in class meetings 5 Grade levels will conduct Town Meeting and include honoring students for earning leaves.	
Any extra funds, supplies, or resources needed for these activities? None					

ONE-YEAR ACTION PLAN - DRAFT

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

School: Harmony Hills ES			School Year: 2011 - 2012		
GOAL 3--CLIMATE OF PARTNERSHIP: (Aligned with National PTA Standards IV and VI)					
• Strengthening the six types of family and community involvement					
Desired result(s) for THIS goal: Students will learn with and see their family members and other parents participating in school programs.				How will you measure the result(s)? As measured by the MCPS Survey of School Environment – on Parent Satisfaction	
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Parent and community members will participate in school at a wide variety of times and events. School volunteerism will be broadly defined in order to increase access and participation in a variety of programs – particularly decision-making forums such as the SIT and Committees.	4, 5, 6	September - June	Pre-K through grade 5	<ol style="list-style-type: none"> 1. Define and invite volunteerism at Back to School night and other venues. 2. Include parents and community volunteers as members of decision making committees 3. Develop the capacity for parents to lead the PTA and participate in other school-related decision-making forums 	
Students will participate in a wide variety of extended-day, extended-week and extended-year activities sponsored by school staff, Linkages to Learning and community partners to strengthen family relationships.	2, 3, 6	September - June	Pre-K through grade 5	<ol style="list-style-type: none"> 1. Targeted students will be invited to participate in the extended day programs. 2. Parents will participate in Saturday field trips to learn how to use city resources. 3. Students in grades 1-5 will be enrolled in the GBTLA at Wheaton HS. 4. Students will be enrolled in the Extended Learning Opportunity (summer) 5. Monitor participation rosters 	
Students will participate in community service projects to develop a sense of <ul style="list-style-type: none"> • “Giving to others.” • Protecting the environment 		October - June	Pre-K through grade 5	<ol style="list-style-type: none"> 1. Students (Pre-K-5) will learn about saving environmental resources with the Environmental Science Club (School Energy Recycling Team) 2. Students will support school beautification efforts with the PTA and building service staff. 	Cindy Chichester-Ollivierre Nina Nguyen
Any extra funds, supplies, or resources needed for these activities? None					

Attachment #6
Budget Documents

Division of Title I Programs
 Title I, Part A Funds
 Schoolwide Programs with Full-Day Head Start
 School-Based Allocation Worksheet for Fiscal Year 2012
 Harmony Hills Elementary School

GENERAL INFORMATIONCELL DEFINITION**Blue Cell** - School-based Title I allocation**Green Cell** - Central Title I allocation and not part of your school-based allocation**Yellow Cell** - Blank - Schools indicate the number of FTE positions or dollar amount based on the needs of the school**Orange Cell** - Schools on the "watch list" for school improvement. This cell contains the required professional development funds that were deducted from the amount in the **blue** box.DIRECTIONSComplete the **yellow** cell.

Funds not used for positions, will be available for non staffing expenditures.

If you over-spend your allocation, the instructional materials amount at the bottom of the page will turn pink. **If this happens, you must go back and decrease the numbers in the yellow cells until the instructional materials cell is no longer pink.**

Based on the number of FARMS students and a Per Pupil Allocation (PPA), your school has been allocated the following funds to budget:

\$826,892.31

Indicate the FTE for professional staff allocation:

5.000

\$590,139.30

Indicate the FTE for paraprofessionals allocation:

2.850

\$150,128.88

Indicate the FTE for a parent community coordinator (PCC):

0.000

\$0.00

*Head Start Positions

Head Start Teacher (.4 FTE per position)

0.400

Head Start Paraeducator (.525 FTE per position)

0.525

Required NCLB central family involvement allocation:

\$10,800.03

School-based funds added to central NCLB family involvement allocation:

\$36,150.67

Full Name and ID #: Vilna Bonilla Kenny #64448 (\$44,818.70 includes 46% benefits) - PCC

FTE:

0.750

If you are going to fund a PCC position from family involvement

School-based funds moved to Extended Day:

\$2,500.00

School-based funds moved to Schoolwide Initiatives (maximum 10%):

\$37,663.20

Required school-based Professional Development for schools in improvement (minimum of 10%):**:

\$0.00

School based funds moved to Professional Development:

FTE:

Full Name, ID #, and position name

These funds are available for general instructional materials: (All orders are due by November 30, 2011)

\$10,310.26

Principal Signature

DTP, Director Signature

OSP, Community Superintendent Signature

Date

Date

Date

*The following positions are centrally allocated.

**10% set aside for schools on the MSDE "watch list" or in school improvement, corrective action, or restructuring as required by NCLB.

Position Costs (includes 46% benefits):

1.0 FTE Teacher \$118,027.86

1.0 FTE Paraprofessional \$52,676.80

1.0 FTE PCC \$52,295.28

Division of Title I Programs
Title I, Part A Funds
Allocation Grid for Fiscal Year 2012

Elementary School: Harmony Hills

Principal: Ms. Robin Weaver

School # 797

Community Superintendent: Mr. Chris Garran

		Budgeted	Authorized	(List all FTEs using the authorized allocation column only)						Subject or Grade	**Highly Qualified (HQ) / Certified
Professional Teaching Positions-FTE				FTE	Project	*Central	Assigned	Employee ID			
Position	Class	FTE	FTE	Project	*Central	Assigned	Employee ID				
Focus Teacher	1031	5.000									
<i>ex: Reading Support Teacher</i>			<i>0.500</i>			<i>Jane Doe</i>	<i>11111</i>		<i>TRDNG</i>	<i>Yes</i>	
Math Content Coach/GT Teacher			1.000	8220		Lara Little Woodruff	81819		TMATH		
Academic Focus Teacher			1.000	8220		Paula Teixeira-Obaidy	60577				
Science Teacher			1.000	8220		Heather Burroughs	75328				
Focus Teacher - Grade 4			1.000	8220		Jason Held	81758				
Focus Teacher - Grade 3			1.000	8220		Gene Bonelli	81637				
Total Pos Class Code 1031		5.000	5.000								
Head Start Teacher	1101	0.400									
			0.400	8220		Zoe Cohen					
Total Pos Class Code 1101		0.400	0.400								
TOTAL PROFESSIONAL TEACHING POSITIONS		5.400	5.400								

		Budgeted	Authorized	(List all FTEs using the authorized allocation column only)						Subject or Grade	**Qualified
Clerical/Other Support Staff-FTE				FTE	Project	*Central	Assigned	Employee ID			
Position	Class	FTE	FTE	Project	*Central	Assigned	Employee ID				
Parent Community Coordinator (PCC)	6500	0.750									
PCC(family involvement)			0.750	8220		Vilna Bonilla Kenny	64448				
Total Pos Class Code 6500		0.750	0.750								

		Budgeted	Authorized	(List all FTEs using the authorized allocation column only)						Subject or Grade	***Qualified
Educational Assistant-FTE				FTE	Project	*Central	Assigned	Employee ID			
Position	Class	FTE	FTE	Project	*Central	Assigned	Employee ID				
Focus Paraeducator	6604	2.850									
Focus Paraeducator			0.125	8220		Khalida Ali	70362		INSTS		
Focus Paraeducator			0.500	8220		Estela Barmet	43981		INSTS		
Focus Paraeducator			0.375	8220		Amanda Diaz	55102		INSTS		
Focus Paraeducator			0.500	8220		Nadra Khalil	74382		INSTS		
Focus Paraeducator			0.250	8220		Deborah Mayen	40665		INSTS		
Focus Paraeducator			0.125	8220		Mary Ciotti	30498		INSTS		
Focus Paraeducator			0.500	8220		Rana Rasul	70044		INSTS		
Focus Paraeducator			0.250	8220		Khalia White	82045		INSTS		
Focus Paraeducator			0.225	8220		TBD			INSTS		
Total Pos Class Code 6604		2.850	2.850								
Head Start Paraeducator	6700	0.525									
			0.500	8220		Muna			INSTS		
			0.025	8220		Mordensky			INSTS		
Total Pos Class Code 6700		0.525	0.525								
TOTAL CLERICAL/OTHER SUPPORT STAFF		4.125	4.125								

SUBMITTED BY

Principal Signature	DTP, Director Signature	OSP, Community Superintendent Signature
Date	Date	Date

Notes:

Position Change- date sent to the Department of Management, Budget & Planning : _____ Personnel Change- date sent to the Office of Human Resources: _____ Monthly Changes: Change No Change

* Central vs School based allocation
 **Refer to Certified Employee List (Data Warehouse) to confirm highly qualified status
 ***Please verify with staffing specialist

Please return by _____ to _____ at _____

Dept	Department Title
	blank
INSTS	Instructional Support
PGMSP	Program Support
SUBST	Substitutes
TCOMP	Tehrs-Computer Science
TESOL	Tehrs-ESOL
TGRD1	Tehrs-Grade 1
TGRD2	Tehrs-Grade 2
TGRD3	Tehrs-Grade 3
TGRD4	Tehrs-Grade 4
TGRD5	Tehrs-Grade 5
TGRD6	Tehrs-Grade 6
TKIND	Tehrs-Kindergarten
TRDNG	Tehrs-Reading
TMATH	Tehrs-Math
THS	Head Start Teacher

Title I Schoolwide Initiatives Allocation:		\$37,663.20		Total Funds for Schoolwide Initiatives:				\$37,663.20		Amount Remaining:		\$0.00	
EXPENDITURE DESCRIPTION	Number of Trainers	Trainer Planning 1 Hour per 2 Hour Presentation	PROFESSIONAL Number of Participants	SUPPORTING SERVICES Number of Participants	Number of Hours per Day	Number of Days/ Sessions	Number of Substitutes	ENTER DOLLAR AMOUNT Consultants (Non-MCPS Employees)	Materials	Shipping (10%)	Equipment	TOTAL	
	Stipend (\$30+2.40= 32.40)	Stipend (\$20+1.60=21.60)	Stipend (\$15+1.20=16.20)				(\$125.37+10.03=135.40)						
Quarterly Planning K-2						1.5	18					\$3,655.80	
Grades 3-5 Quarterly Planning						3	9					\$3,655.80	
SIT team meetings						8	10					\$10,832.00	
Guided Reading training						2	5					\$1,354.00	
7 Habits training						4	6					\$3,249.60	
		0										\$0.00	
		0										\$0.00	
School-wide leadership tasks (June 2012)			2		6	6						\$1,555.20	
Summer Leadership Meetings (July 2011)			3		7	3						\$1,360.80	
												\$0.00	
												\$0.00	
Mobile lab										\$0.00	\$12,000.00	\$12,000.00	
										\$0.00		\$0.00	
TOTAL		0		0		28	48	\$0.00	\$0.00	\$0.00	\$12,000.00	\$37,663.20	
Principal Signature		DTP, Director Signature				OSP, Community Superintendent Signature							
Date		Date				Date							
Please return by _____ to _____ at _____													

Division of Title I Programs
 Title I, Part A Funds
 Family Involvement Budget for Fiscal Year 2012
 Harmony Hills Elementary School

This Budget Planning sheet is required for each school's family involvement funds as a part of the School Improvement Plan. This planning sheet is to be used as a tool to summarize and identify object costs. Boxes shaded in green will automatically be calculated.

Family Involvement Allocation: \$18,888.88		Funds from School-based Allocation: \$36,328.87		Total Funds for Family Involvement: \$55,217.75										Annual Remaining: \$0.00				
ACTIVITY DESCRIPTION	FTE	Yearly Salary	Cost per FTE	40X Basefile	Total Position Cost	Number of Days/Nights	Number of Hours	PROFESSIONAL Number of MCPS Staff (\$28/hour and \$1.00 basefile)	SUPPORTING SERVICE Number of MCPS Staff (\$12/hour and \$1.20 basefile)	Number of MCPS Child Care Staff (\$18/hour and \$1.00 basefile)	Number of MCPS Translators (\$28/hour and \$1.00 basefile)	EMERGENCY RESPONSE Contracted (Non-MCPS Employee) (Interpreter, Translator, Interpreter)	Facility Rental (Building Use)	Materials	Shipping (Maximum 100)	Food (Maximum 100 of Total Allocation)	Transportation (To determine amount for this cell, use computation area below.)	TOTAL
Village Council, Knox (854448) - PCC	0.758	\$48,338.32	\$63,637.74	\$16,328.86	\$66,808.78													\$66,808.78
Family Math Literacy Night						1	0.5	0								\$0.00		\$396.00
English as a Second Language Reading						1	0.5	0								\$0.00		\$397.20
Science Night						1	0.5	0								\$0.00		\$397.20
Leadership Learning Night						3	0.5	0								\$0.00		\$288.20
School Field Trips						2	5	2								\$0.00		\$448.00
MCPS ACT REQUIRED ACTIVITIES																		
Annual Title I Information Meeting																\$0.00	\$55.00	\$55.00
State Academic Standards Information Meeting																\$0.00	\$55.00	\$55.00
Virginia State Assessment Information Meeting																\$0.00	\$55.00	\$55.00
MCPS Curriculum Information Meeting																\$0.00	\$55.00	\$55.00
ESOL Family																\$0.00	\$55.00	\$55.00
Special Education Families																\$0.00	\$55.00	\$55.00
TOTAL	0.758		\$63,637.74	\$16,328.86	\$66,808.78	8	10	20	0	0	0	\$0.00	\$0.00	\$0.00	\$0.00	\$288.00	\$448.00	\$45,356.78

To calculate transportation costs:

Evening Meetings

Number of Hours (08-1)	TOTAL HOURS Driver @ \$25.00/hour	Number of Miles (18 mile minimum) @ 1.28 per mile	Hourly Friday Half hour Refund Charge	Total
0	0		0.0	\$0.00

Enterprise Field Trips

Number of Hours (08-1)	TOTAL HOURS Driver Hours @ \$25.00/hour	Miles (18 mile minimum) @ 1.28 per mile	Refund Charge Half hour Refund Charge	Total
2	5.0	36	0.0	\$408.00

Principal Signature _____

STP, Director Signature _____

ESP, Community Representative Signature _____

Date _____

Date _____

Date _____

Attachment

Division of Title I Programs
 Title I, Part A Funds
 Extended Day Budget for Fiscal Year 2012
 Harmony Hills Elementary School

This Budget Planning sheet is required for each school's extended day funds as a part of the School Improvement Plan. This planning sheet is to be used as a tool to summarize and identify object costs. Boxes shaded in green will automatically be calculated. Supply a brief explanation for each expenditure and place one expenditure on each line. When completing this budget a completed Annual Spending Plan must be attached.

Funds from School-based Allocation:		\$2,500.00		Total Funds for Extended Day Programs:				\$2,500.00				Amount Remaining:		\$0.00	
Session Dates	Program	General Information								Stipends		Materials	Transportation	TOTAL	
Dates	Title	Grade Levels Served	Number of Students	Number of Teachers	Number of Weeks	Number of Days per Week	Days of the Week	Number of Hours per Day for Instruction	Number of Hours per Day Including Planning DO NOT CHANGE WILL CALCULATE	Stipends (\$14.00/hour)	Employee Benefits (8%)	Consultants (put in \$)	Materials	Transportation Cost (To determine amount for this cell, use computation area below.)	TOTAL
	Williamsburg Field Trip	5							0.5	\$0.00	\$0.00			\$1,000.00	\$1,000.00
	College Trips	3-5							0.5	\$0.00	\$0.00			\$1,000.00	\$1,000.00
	St. Michaels Field Trip	4							0.5	\$0.00	\$0.00			\$500.00	\$500.00
									0.5	\$0.00	\$0.00				\$0.00
									0.5	\$0.00	\$0.00				\$0.00
	EXTENDED DAY COORDINATOR								0	\$0.00	\$0.00				\$0.00
TOTAL									\$0.00	\$0.00	\$0.00	\$0.00			\$2,500.00

To calculate transportation costs:

Extracurricular Activities					Enterprise Field Trips				
Number of Buses (50:1)	TOTAL HOURS Driver @ \$25.00/hour	Number of Miles (10 mile minimum) @ 1.20 per mile	Monday-Friday Half hour Refuel Charge	Total	Number of Buses (50:1)	TOTAL HOURS Driver Hours @ \$36.00/hour	Number of Miles (10 mile minimum) @ 1.60 per mile	Refuel Charge Half hour Refuel Charge	Total
0	0	0	0.5	\$12.50	0	0	0	0.5	\$18.00

Principal Signature	DTP, Director Signature	OSP, Community Superintendent Signature
Date	Date	Date
Please return by _____ to _____ at _____		

Attachment F