

Harmony Hills Elementary School SIP 2009-2010

STUDENT AND STAKEHOLDER FOCUS

Priorities:

- A. Maintain and enhance full-service school model
- B. Continue with the College-Ready Initiative
- C. Maintain or exceed MSA attendance standards

Action Plan:

- A. Coordination of resources to avoid redundancy of services

Regular meetings with the following committees/support providers:

- School Improvement Team
- Academic Intervention Team
- Instructional Leadership Team
- Collaborative Action Process
- LTL/SBHC Case Management
- Parent Community Coordinator
- Family Involvement Committee
- Parent/Teacher Association
- Abt Associates (business partner)
- Extended-Day Experiences (GBTLA, Title I programs)

- B. Provide opportunities for students to learn about and prepare for college

- Field Trips to local universities
- Parent Education on College funding
- Infusing goals to meet 7 Keys

- C. Establish procedures for systematic monitoring of attendance

- Educate parents on attendance
- Ensure 100% enrollment in SBHC
- Implement truancy procedures
- Provide incentives for Perfect Attendance

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 student's 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 (8/20/09), ILT (8/21/09), Pre-Service Staff Meeting (8/27/09) SIT (10/19/09)

Communication:

Printed on student homework folders
Printed on parent communication envelopes
Student Expectation Pledge
Classroom Mission Statements

ORGANIZATIONAL PERFORMANCE RESULTS

MSA Data 2009 – Targeted

Subgroups:

Reading FY10 AMO=81.2% proficient
Sp. Ed. FY09– 68.0% proficient
LEP FY09 –71.6% proficient
Math FY10 AMO = 79.4% proficient
Sp. Ed. FY09– 36.0% proficient
LEP FY09 – 60.9% proficient
Science FY09
SpEd FY09 = 0%
LEP FY09 = 42.9%

TerraNova2 2009 – All Grade 2 Students

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

Summative Data

1. Math Unit Assessments
2. ESOL Common Tasks

Monitoring Plan for Accelerated and Underperforming Students

1. MCPS AP-PR (3x per year)
2. MAP-R (3x per year)
3. Math – Challenge Items
4. LAS Links–ESOL
5. Gifted and Talented identification fall/spring

Formative Data

1. Reading Recovery
2. Data Dialogues
3. Looking at Student Work protocol
4. Running Records for Reading Intervention students
5. FASTT Math

FACULTY AND STAFF FOCUS

Instruction by Highly Qualified Teachers and Paraeducators (See Attachment # 2)
High-Quality Professional Development (See Attachment # 3)

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
3. Jacob's Ladder and Junior Great Books
4. Math Content, Fact and Vocabulary
5. Information Literacy Integration

Action Plan:

SIT: monthly meetings

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

1. Monthly training (ILT, professional staff, Paraeducators)
2. Grade level (Pre-K – 5): Weekly reading and math meetings
3. Grade-level teams include a special educator and an ESOL teacher (K-5)
4. Curriculum Implementation Meetings (4 hrs. monthly after duty day)
5. 2 week plans on network

Climate:

1. Demonstrate cultural competencies when working with students who are culturally and racially different
2. Positive Incentive Programs to develop Character Traits
3. Initiate programs and supports to address teasing that leads to bullying

Action Plan:

1. Reflect on, practice, and apply equitable strategies to demonstrate cultural competencies
2. Gather data on incentives and interventions to determine effectiveness

STRATEGIC PLANNING

School Improvement Goal:

To achieve the 2010 Annual Measurable Objective (AMO) in reading (81.2%) and mathematics (79.4%) for all students, particularly special needs and LEP students
Needs Assessment (See Attachment 1)

Action Plan:

Reduce class size in grades 3-5 to 20:1 in all content areas

Implement instructional strategies for highly able students (Jacob's Ladder, Junior Great Books and Math 6)

Dedicate 90 min to Math instruction (60 + 30 min for re-teaching and/or acceleration)

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

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

Implement ESOL and full-inclusion using Plug-in and Pull-aside model

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

Offer 20-day summer program (Extended Learning Opportunity + 21st Century)

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 (math, reading and integrating the arts in the content areas)

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. Analyzing data: Team-level data dialogs
2. Targeting special populations for Saturday programs
3. Implementing the Collaborative Action Process
4. Identifying students for Interventions for below-grade-level students (extra guided reading, FASTT Math)
5. Providing teachers with one-page SnapShot IEPs and LEP Profiles
6. Looking at student work using brief constructed responses to prompts and dictated sentences
7. Articulating students Pre-K through Grade 6

PROCESS MANAGEMENT

Attracting/Retaining Highly-Qualified Instructional Staff:

Pervasive collaborative infrastructure

Effective planning for the interviewing process

Curriculum Implementation Meetings (4 hrs monthly of professional development and collaboration beyond the duty day)

Math Content Coach .5

Gifted and Talented Teacher .5

State of the art technology

Stipends (Parent ed., extended day)

Pre-School Transition:

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

Pre-K to Kindergarten articulation process

Parent Orientation Meetings for incoming Kindergarten students

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)

Study Circles and African American Focus Groups

Ruth Rales/Comcast Reading Program (Gr. 2)

Parent Orientation Meeting for incoming K students

Coffee and Conversation (monthly morning parent meetings)

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

Conduct home visits in Pre-K and Head Start

Attendance

Celebrate students with Perfect Attendance

Develop procedures for reducing students who are absent and tardy

Provide Health/Nutrition Training for parents (SBHC)