

Harmony Hills Elementary School

Baldrige-Guided School Improvement Plan

Ms. Robin Weaver, Principal
Dr. Frank Stetson, Community Superintendent

2007-2008

Updated 10/25/07

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School Name: Harmony Hills Elementary School

Date: 10.22.07

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
Stefanie Parizer		Assistant Principal
Holly Buchanan		Media Specialist
Traci Blumberg		Special Education Teacher
Rita Gama		School Guidance Counselor
Dina Hagins		Focus Paraeducator
Ana Harding		Grade 3 Teacher
Sarah Held		Math Focus Teacher
Suzanne Herrod		Grade 1 Teacher
Rosemary Hess		Focus Paraeducator
Kyung Kim		Grade 2 Teacher
Christina Lewis		Grade 5 Teacher

Kathleen Marsh		ESOL Teacher
Leslie McIntyre		Math Content Coach Gifted and Talented Teacher
Kristen Samonsky		Reading Specialist
Jameca Stephenson		Staff Development Teacher
Paula Teixeira-Obaidy		Kindergarten Teacher
Karla Walker		Full-time Teacher Mentor
Parents (required):		
Elizabeth Chaparro		PTA President
Kirsy Blietz		Parent
Dayanna Muñiz		Parent
Others (Students, Business/Community Members):		
Betty Baldwin		Community Action Board
Christine Herman		School Nurse
Rosemary Garr		Academic Support Specialist
Anna Rosales		LTL Site Coordinator
Caryn Naigler		Abt Associates Liaison
Jessie Warr		St. Matthew's Church Representative

School Name: Harmony Hills Elementary School

Date: 10.25.07

School Improvement Team Information

Parents were involved in the development of this plan in the following way(s):

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 2007-08 school year to review and monitor progress towards goals. Adjustments are made on a quarterly basis.

Dates for School Improvement Team Meetings

October 1, 2007

November 5, 2007

December 10, 2007

January 14, 2008

February 11, 2008

March 10, 2008

May 5, 2008

Harmony Hills Elementary School SIP 2007-2008

STUDENT AND STAKEHOLDER FOCUS

Priorities:

- A. Maintain and enhance full-service school model
- B. 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
 - Instructional Leadership Team
 - Collaborative Action Process
 - LTL/SBHC Case Management
 - Family Involvement Committee
 - Parent/Teacher Association
 - Abt Associates (business partner)
 - Extended-Day Experiences (GBTLA, Title I programs)
- B. Monitor enrollment of targeted populations in extended day experiences
- 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:

Harmony Hills Elementary School will be a model full-service school that exemplifies academic excellence and civic participation in a democratic society.

Mission:

The mission of Harmony Hills Elementary School is to develop the academic identities of our students and to educate them to be responsible, life-long learners and contributing members of society in partnership with family and the community.

Guiding Principles:

- Set high expectations for our students
- Recognize diversity as our strength
- Teach students to be life-long learners and good citizens in a global market
- Encourage staff, 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:

8/07, staff and PTA; 9/07, students; and 10/07 at SIT

Communication:

Printed on student homework folders
Student Expectation Pledge
Classroom Mission Statements

ORGANIZATIONAL PERFORMANCE RESULTS

MSA Data 2007 – Targeted

Subgroups:

Reading FY08 AMO=71.8% proficient
Sp. Ed. FY07 - 40% proficient
LEP FY07 – 69.8% proficient
Math FY08 AMO = 69.1% proficient
Sp. Ed. FY07 – 45.0% proficient
LEP FY07 – 75.0% proficient

TN2 2007 – All Grade 2 Students

Increase number of students performing at 50th NCE or above

Summative Data

Monitoring Plan for Accelerated and Underperforming Students - review of data twice quarterly for students in:

1. Reading Intervention Program
2. Reading Recovery
3. 30-minute math re-teaching or acceleration block
4. Math 6 (including double period)
5. “Plug-in, pull-aside” services for SpEd and ESOL students
6. System-wide tools: including
Reading 3D (3x per year)
Math Unit tests
MAP-R (3x per year)
LAS Links–ESOL fall/spring testing

Formative Data

Monitor Performance using:

Data Dialogs
Looking at Student Work (L@SW)
Protocol (Brief Constructed Responses and Dictated Sentences)
Guided Reading (Jan Richardson)
Running Records

FACULTY AND STAFF FOCUS

Instruction by Highly Qualified Teachers

(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 and Reading Comprehension Strategies
2. Vocabulary/Linguistic Scaffolding
3. Guided Reading (Jan Richardson)
4. Math Content
5. Math Vocabulary
6. Technology -Supported Instruction

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 mtgs.
3. Grade-level teams include a special educator and an ESOL teacher (Gr. 1-5)
4. Curriculum Implementation Meetings (5 hrs. monthly after duty day)
5. 2 week plans on network

Climate:

1. Implement the School Discipline Plan consistently
2. Provide instruction on character traits and respect within our community
3. Monitor and reduce teasing and bullying

Action Plan:

1. Gather data on students' behavior
2. Focus on Character Development school-wide
3. Use surveys to learn from students about where and when teasing occurs

STRATEGIC PLANNING

School Improvement Goal:

To achieve the 2008 Annual Measurable Objective (AMO) in reading (71.8%) and mathematics (69.1%) for all students, particularly special needs and LEP students

Needs Assessment (see Attachment # 1)

Action Plan:

Reduce class size in grades 3-5 to 18:1 during reading/language arts and math

Implement instructional strategies for highly able students

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

Provide Math 6 instruction in Grade 5 (add double periods for students' success)

Deliver Reading Intervention programs to below-grade-level students

Implement full-inclusion model

Use "Plug-in, pull-aside" model to facilitate achievement of LEP students

Target exited ESOL students and provide daily instruction for LEP "newcomers"

Provide extended day/week/year learning opportunities targeting historically underserved populations

Coordinate and integrate Federal, State and local services and programs

Parent Education:

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

Action Plan (see Attachment # 4):

Collaborate with school community partners to educate parents on the connection between health and daily attendance and student achievement

Maximize MCPS resources and supports to families (PPW, ESOL, counselor, etc.)

Involve parents in curriculum through Family Math and Reading Nights

Engage parents in school decision-making processes

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 extended day/year and Saturday programs
3. Implementing the Collaborative Action Process
4. Identifying students for Reading Intervention for below-grade-level readers
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 (5hrs monthly of collaborative planning beyond the duty day)

Mentor teacher 1.0

ESOL Coach 1.0

Full-Inclusion Coach 1.0

Math Content Coach .5

Gifted and Talented Teacher .5

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:

Family Reading/Math Nights

LTL Evening Education Courses (health, language, etc)

Study Circles

Ruth Rales/Comcast Reading Program (Gr. 2)

Family Technology, ESOL, and GT Nights

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 student absences and tardies

Provide Health/Nutrition Training for parents (SBHC)

Attachment #1
Needs Assessment

Title I School-Wide Program

School Name: Harmony Hills Elementary School

Date: 10.25.07

Needs Assessment - Data Analysis

Process

Throughout the year, the Harmony Hills staff examined and analyzed school data. As a result, we adjusted our organizational plan, class groupings, and monitoring of student achievement. Our School Improvement Team (SIT) designed a Looking at Student Work Protocol to further refine how we monitor student achievement based on the Voluntary State Curriculum (VSC). A small team consisting of administrators, the reading specialist, the math-content, ESOL and full-inclusion coaches and the staff development teacher meet each week for one hour to discuss available data, student progress and program implementation issues. Twice a quarter, this team meets with each grade-level team to facilitate data dialogs on students' progress in reading, math, and attendance.

In June, grade-level teams reviewed the results of the MCPS Primary Assessment in grades Kindergarten through Grade 2. For grades 3-5, data from MAP-R and teachers' information on reading levels were 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. Harmony Hills is very proud to have met Adequate Yearly Progress (AYP) for four consecutive years. The results were reviewed in the summer by the Instructional Leadership Team. In August 2007, the final results were then shared with the Instructional Leadership Team and the incoming staff during the pre-service week. The data was also shared with the PTA Executive Board in September 2007. In October, the School Improvement Team will review the MSA data and the School Improvement Plan.

Findings

In 2007, the Maryland State Department of Education (MSDE) set the Annual Measurable Objective (AMO) for all schools in Maryland in reading at 67.2% proficiency and in mathematics at 63.9% proficiency. The disaggregated assessment scores, participation rate during testing, and attendance determined whether a school achieved Adequate Yearly Progress (AYP).

At Harmony Hills, all students and subgroups met the MSDE targets in reading and mathematics for 2007. This was the fourth year for our school to make AYP in meeting the Maryland standards in reading and math in Grades 3, 4, and 5 as evidenced by the MSA 2007 results. Special education students met the target using the confidence interval.

MSA 2007 Reading Data Analysis

The overall aggregated performance of students in Grades 3, 4, and 5 identified that 77.2% of students were proficient in 2007, an increase of 27.2% since 2003 when 50.0% of our students were proficient in reading. Between 2006 and 2007, there was an increase of 4.1% in the number of students scoring proficient. When the grade levels were disaggregated, 80.8% of students in Grade 3, 73.9% in Grade 4, and 78.2% in Grade 5 met the proficient standard. In 2007, all grade levels showed increases in the number of students who were proficient. In 2007, students in Grades 3 showed an increase of 13.1% from 2006 results; students in Grade 4 showed an increase of 2.9% in results; and Grade 5 showed an increase of 2.4% in results. In Grades 3 and 5, students performing at the Advanced levels increased. Grade 3 students increased from 5.9% to 9.6% Advanced and Grade 5 increased from 17.7% to 18.2%. In Grade 4, students performing at the Advanced level decreased from 8.7% to 5.8%.

Racial/Ethnic Subgroups

- At Harmony Hills a racial demographics analysis for 2007 shows that the overall school *population by race* is:

African American Students	33.8%
American Indian Students	0.0%
Asian Students	4.4 %
Hispanic Students	54.5%
White Students	7.4%

- Overall all racial subgroups have increased the number of proficient scores dramatically in reading between 2003 and 2007. The percent of increase over these 5 years is:

African American Students	37.4%
American Indian Students	not applicable
Asian Students	20.0 %
Hispanic Students	26.4%
White Students	31.7%

- In 2007, the *highest scoring subgroups* varied across grade levels. In Grades 3 and 4 the White racial/ethnic subgroup had the highest percentage of students achieving proficient and/or advanced scores. In Grade 3, 100% of the White students achieved the proficient and/or advanced level. In Grade 4, 83.4% of the White students achieved the proficient and/or advanced level. In Grade 5, Hispanic students achieved the highest percentage of students in the proficient and advanced levels at 78.2%.
- In 2007, the *lowest scoring subgroups* also varied across grade levels; however, it is important to note that all of the lowest scoring subgroups exceeded the MSDE standard of 67.2%. In Grades 3 and 5, the racial/ethnic group that had the lowest

percentage of students achieving proficiency was the African American subgroup. In Grade 3, 76.2% of the African American students were proficient and/or advanced. In Grade 5, 73.7% of all African American students tested achieved at the proficient and/or advanced level. In Grade 4, Hispanic students were the lowest scoring subgroup, achieving 71.4% at the proficient or advanced levels.

- Some racial/ethnic subgroups were too few in number for results to be recorded. The number of Asians tested was less than 5% in Grades 3 and 4. In Grade 5, the number of White students was less than 5%. Therefore, no scores were reported for these subgroups.

Special Population Subgroups

- At Harmony Hills an analysis of special populations for 2007 shows the overall school percentages by *special populations*:

FARMS Students	77.9%
Special Education Students	7.4%
Limited English Proficient (LEP) Students	36.2%

- Overall all special population subgroups have increased the number of proficient scores dramatically in reading between 2003 and 2007. The percent of increase over these 5 years is:

FARMS Students	increased by 27.9%
Special Education Students	increased by 34.4%
Limited English Proficient (LEP) Students	increased by 48.1%

- In 2007, students who qualify for the *Free and Reduced-priced Meal System (FARMS)* program have improved performance between 2006 and 2007. In 2006, 71.3% of the students qualifying for FARMS scored proficient in reading; and in 2007, 74.7% were proficient for an increase of 3.4%. Students living in poverty are meeting and exceeding standards. With an overall rate of 74.7% in 2007, students qualifying for FARMS exceed the 2008 target of 71.8%. We are very proud of these results.
- By grade level, students in Grade 3 qualifying for *Free and Reduced Meals System (FARMS)* scored 80.4% proficient, very close to the 82.3% of the non-FARMS students who were proficient. Of the Grade 4 students qualifying for FARMS, 71.4% were proficient while the non-FARMS students’ score was 84.6%. In Grade 5, 73.2% of the FARMS students performed in the proficient range while 92.8% of the non-FARMS students were proficient. There continues to be a gap between students who qualify for FARMS and those that do not.
- The results for the *Limited English Proficient (LEP)* students are varied. Overall 67.0% of the LEP students scored in the proficient range. Non-LEP students in all grades outperformed LEP students. The Grade 3 LEP students scored at the 72.7%

proficient level while the Grade 3 non-LEP students scored 84.3%. The Grade 4, LEP students scored at 72.7% proficient level, while the grade 4 non-LEP students scored 74.1% proficient. In Grade 5 LEP students had a 55.6% proficient level, while the Grade 5 non-LEP students scored 82.6% proficient. Language development for LEP and RELL students continues to be a priority.

- The ***highest-performing special population subgroup*** was the FARMS students at 74.7% overall. However, when the data are disaggregated, students in Grade 3 outperformed students in Grades 4 and 5. In Grade 3, 80.4% were proficient. In Grade 4, 71.4% were proficient and in Grade 5, 73.2% were proficient. With our overall success with children who live in poverty, we will continue to monitor closely and provide extended-day activities for students in this subgroup.
- The ***lowest performing subgroup*** continues to be students receiving Special Education services. In 2007, 40.0% of our Special Education students were proficient while in 2006, 50.0% of the Special Education students were proficient. In Grade 3, 28.6% were proficient (compared to 86.4% in regular education); in Grade 4, 71.4% were proficient (compared to 74.2% in regular education); and in Grade 5, 28.6% were proficient (compared to 85.4% in regular education). We continue to look for ways to address the needs of special education students.
- ***Comparing special populations:*** In 2007, students who qualified for FARMS outperformed Limited English Proficient (LEP) students in reading by 4.9% and outperformed Special Education students by 34.7%. When looking at trends from 2003 to 2007, students qualifying for FARMS and LEP students have continued to make steady progress in reading each year.

	FARMS	LEP
2003	46.8%	21.7%
2004	48.4%	33.3%
2005	69.9%	56.0%
2006	71.3%	66.1%
2007	74.7%	69.8%

Although Special Education students' scores in reading have increased 34.4% in five years, there was a decrease in proficiency rates for 2007 (40.0%) from 2006 (50.0%). Harmony Hills' special education student data meets the annual measurable objective when the Confidence Interval is applied.

MSA 2007 Mathematics Data Analysis

The Harmony Hills community is very pleased with the mathematics results for 2007. All students in all subgroups met the 2007 Annual Measurable Objective (AMO) of 63.9% (Special Education students met AMO with the confidence interval.) In addition, all subgroups exceeded the 2008 AMO of 69.1% in 2007, with the exception of students in the Special Education subgroup and Grade 5 LEP students.

- Analyzing the *trend data for mathematics* for the past five (5) years, there has been a 21.4% increase for all students. All subgroups have also shown an increase over this period. The percent of increase over these 5 years is:

African American Students	28.8%
American Indian Students	not applicable
Asian Students	6.7%
Hispanic Students	25.9%
White Students	11.7%
FARMS	24.1%
Special Education	33.9%
Limited English Proficient	32.0%

- The overall aggregated performance of all students in Grades 3, 4, and 5 shows that 80.0% of the Harmony Hills students were proficient; this is a slight increase from the overall performance in 2006 (79.7%). When the data were disaggregated by grade level, Grade 3 students scored 80.8% in the proficient range, Grade 4 students scored 75.4% proficient, and Grade 5 students scored 81.8% proficient.
- From 2006 to 2007 in Grade 3, there was a 2.9% increase from 77.9% to 80.8%. In Grade 4, there was a 4.3% decrease from 79.7% to 75.4%; and in Grade 5, there was a 6.0% increase from 75.8% to 81.8%. In Grades 3, 4, and 5, there was an increase in the advanced level. In 2007, 19.2% of Grade 3 students were advanced (compared with 17.6% in 2006); and in Grade 4, 26.1% of the students were in the advanced level (compared with 24.6% in 2006). In Grade 5, 14.5% of the students were in the advanced level (compared with 12.9% in 2006).

Racial/Ethnic Subgroups

- At Harmony Hills, a racial demographics analysis for 2007 shows the overall school *population by race* is:

African American Students	33.8%
American Indian Students	0.0%
Asian Students	4.4 %
Hispanic Students	54.5%
White Students	7.4%

- In 2007, Asian students were the **highest performing** in mathematics with 100% proficient. The Asian students were followed by White students at 91.7% proficient and then Hispanic students at 82.2% proficient. By grade level, the number of Asian students was too small to constitute a subgroup. In Grade 3, White students scored highest (100% in the proficient and/or advanced levels). In Grade 4, Hispanic students scored highest (80.0% in the proficient and/or advanced levels). In Grade 5, Hispanic students scored highest (84.4% in the proficient and/or advanced levels).
- In 2007, the lowest performing students in mathematics were the African American students who scored 73.0% proficient. By grade level, the African American students were the lowest performing students in Grades 3 and 5. In Grade 3, African Americans scored 71.4% proficient, and in Grade 5, 73.7% were proficient. In Grade 4, the White students scored in the lowest range at 66.7% proficient.
- Some racial/ethnic subgroups had too few students for results to be recorded. The number of American Indians tested was less than 5 in Grades 3, 4, and 5. In Grade 5, the number of White students tested was less than 5; therefore, no scores were reported for this subgroup.

Special Population Subgroups

- At Harmony Hills an analysis of special populations for 2007 shows the overall school percentages by **special populations**:

FARMS Students	77.9%
Special Education Students	7.4%
Limited English Proficient (LEP) Students	36.2%

- Overall, the performance of students who qualify for the **Free and Reduced-priced Meal System (FARMS)** has increased slightly between 2006 and 2007. In 2006, 78.3% of the students participating in FARMS scored in the proficient range; in 2007, 80.1% students were proficient.
- An analysis of **FARMS by grade level** show non-FARMS students in Grades 3 and 4 surpassed the FARMS students; and in Grade 5, FARMS students surpassed the non-FARMS students. Of the Grade 3 students participating in FARMS, 78.6% scored in the proficient range while 88.2% of the non-FARMS students were proficient. Of the Grade 4 students participating in FARMS, 73.2% were proficient while the non-FARMS students scored 84.7%. In Grade 5, 85.3% of the students participating in FARMS performed in the proficient range while 71.4% of the non-FARMS students were proficient.
- **Limited English Proficient (LEP)** students in Grade 3 scored 72.7% proficient while 84.3% of the non-LEP students scored proficient. In Grade 4, 72.7% of the LEP

students scored in the proficient range while 75.8% of the non-LEP students were proficient. In Grade 5, 55.5% of the LEP students were proficient while 86.9% of the non-LEP students were proficient.

- The *lowest performing subgroup* continues to be students receiving Special Education services. Overall, their performance declined slightly from last year. Special Education students scored 45.8% proficient in 2006 and 45.0% proficient in 2007. In Grade 4, however, there was a 44.6% increase from 12.5% in 2006 to 57.1% in 2007.
- An analysis of *Special Education students by grade level* shows the following. In Grade 3, 42.9% of Special Education students scored proficient (compared to 84.8% in regular education); in Grade 4, 57.1% of Special Education students scored proficient (compared to 77.4% in regular education); and in Grade 5, 28.6% of the Special Education students were proficient (compared to 89.6% in regular education).
- In 2007 in mathematics, a *comparison of subgroups* reflects the following: FARMS and Limited English Proficient (LEP) students outperformed Special Education students. Of the FARMS students, 80.1% scored in the proficient range. Of LEP students, 75.5% scored in the proficient range. Special Education students only scored 45.0% proficient.

Overall, our primary focus area remains reading language arts, particularly for students receiving Special Education services and for Limited English Proficient students. It is also critical that we maintain our excellent mathematics scores, with particular focus on Special Education students. We are also concentrating on accelerating students with the goal of increasing the number of students who perform in the advanced range in both reading and mathematics.

Additional Data and Targets

TerraNova Second Edition (Grade 2)

The TN2 was given in March of 2007 to get baseline data for the second year in a row as one of the subtests was changed from 2006 to 2007. The chart reflects the baseline for future years.

% at 50 th NCE or Higher	Composite	Reading	Language	Mathematics	Language Mechanics	Math Computation
MCPS	69.2	64.8	68.6	67.3	68.6	73.1
HHES	41.0	41.8	35.4	35.0	44.9	51.9

The data show that the areas of language and math problem solving require targeted instructional focus.

Reading 3-D (K-2)

Analysis of the Reading 3-D data indicates that a significant number of our K-2 students met the MCPS benchmark for reading proficiency.

	FY07	Benchmark
Kindergarten	95% met the benchmark	Level 3
First Grade	73% met the benchmark	Level 16
Second Grade	71% met the benchmark	Level M

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 remains a challenge for all students, particularly those receiving ESOL services.

Attendance Data (Grades 1 through 5)

2007	96.3%
2006	95.2%
2005	95.8%
2004	96.4%
2003	96.1%

Harmony Hills has met the MSA standard for attendance for five years. However, this continues to be a targeted area of need. Although the data is not provided in a disaggregated fashion, our own analysis shows that some international families will return to home countries during the academic year. This is particularly evident with countries in Central and South America. Our SIT will continue to refine our procedures for monitoring attendance. We will celebrate students who have Perfect Attendance and provide counseling, somatic support, and education to parents of students who have more than a 15% absence.

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. In July 2007, fifty-four (54) incoming Kindergarten students (67%) attended ELO. Parents are surveyed to determine each child’s language background. Non-English-speaking 5-year old students who enroll in ELO receive immersion English in a classroom taught by a

certified ESOL teacher. All students with a second language at home are tested in September to determine eligibility for ESOL services during the school year.

Number of Students Enrolled (9.07)	81	
Student: Teacher Ratio	17:1	
Students with no Pre-K, HS, or Family Child Care Experience	17	21%
Students with HS or Pre-K Experience	43	53%
Students who attended ELO	54	67%

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 Information Technology, A. Mario Loiederman Magnet School for the Creative and Performing Arts, or Parkland Magnet School for Aerospace Technology.

	Argyle	Parkland	Loiederman	Total
	16	16	23	55
Girls	4	11	13	28
Boys	12	5	10	27

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 2007-2008 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 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. Students new to the school are welcomed at the monthly Principal’s Chats; and teachers assign “buddies” for the new students. 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.

MCPS Performance Targets for 2008

In July 2007, MCPS revised key Performance Targets for data points to raise expectations and standards for student and school performance. The Performance Targets have been set for 2006 through 2010.

Performance Targets		06-07	07-08	08-09	09-10
Students at or above reading benchmark by end of Grade 2	MCPS Target	79.0	86.0	93.0	100
	HHES Data	71.0			
Students successfully completing Math 6 by end of Grade 5	MCPS Target	33.3	37.2	41.1	45.0
	HHES Data	35.0	52.1		
Students proficient or higher in MSA reading	MCPS Target	67.2	71.8	76.5	81.2
	HHES Data	77.6			
Students proficient or higher in MSA mathematics	MCPS Target	63.9	69.1	74.2	79.4
	HHES Data	79.2			

Problem Clarification

The Harmony Hills school community reviewed the data when it became available in July 2007. Our school has met the state standard for four consecutive years. The Instructional Leadership Team (ILT) reviewed the data and re-affirmed that reading continues to be an area of need while mathematics is an area of relative strength. In August 2007, all professional staff reviewed the data and discussed ways to improve our students' performance, particularly Special Education students and English language learners. Team leaders on the ILT continued to discuss the data with their teams and gathered input for the School Improvement Team (SIT). The SIT meets in early October to review the 2007 MSA data and other data sources. The SIT discusses the stakeholders' input and finalizes the areas to target for improvement. Four areas of academic need and strategies for improvement have been prioritized:

1. Reading fluency and comprehension skill development for all students continue to have a critical impact on our students' academic performance. Strategies to address this area of need are:
 - Reading intervention programs are in place for Grades 2 through 5 (extra guided reading) for students performing 1½ years or more below grade level in reading.
 - Accelerated balanced reading blocks (Grades 2-5) are scheduled for all students who are on or above grade level.
 - All teachers including Special Education and ESOL teachers will concentrate on teaching the twelve reading comprehension strategies assessed on MSA.
 - As we move more students from Proficient to Advanced, students participating in the accelerated reading groups will be challenged in reading

above-level texts that are rigorous, relevant, and rich in higher order thinking opportunities.

2. 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 full-inclusion of special education students.
 - Special Education teachers use a ‘plug-in, pull-aside’ model of instruction in the general education classroom to teach small groups of students, both IEP and non-IEP students, who need specific skills.
 - Special Education students in Grades 2-5 who are performing below grade level receive an additional hour of reading intervention each day.
 - Our Full-Inclusion Coach supports the Home School Model by coaching and training general education teachers in using strategies to meet the IEP goals of Special Education students.
 - Harmony Hills is in its third year as a Collaborative Action Process (CAP) school. CAP goals are to increase staff’s capacity for problem-solving academic and behavioral concerns for students at each grade level in order to reduce the number of students with IEPs, particularly African Americans and Hispanics.

3. Limited English Proficient (LEP) students continue to enroll in large numbers. LEP students demand intensive instruction, support, and monitoring. Strategies to address this area of need:
 - Similar to the Special Education model, the ESOL service model will be ‘plug-in and pull aside’ within the general education classroom.
 - In Grades 3 to 5, the ESOL students are cluster-grouped for maximizing services: Level 1 students are in one classroom and the Level 2 and 3 students are in a second classroom.
 - The general education teacher is responsible for the guided reading component and the ESOL teacher provides supplemental support for the LEP students for language acquisition and to master the reading objectives.
 - LEP students in Grades 2 to 5 who are performing 1½ years or more below grade level receive an additional hour of reading intervention each day.
 - Newcomers are serviced in a ‘pull-out’ model for 45 to 60 minutes daily.
 - Exited ESOL students in Grades 3 to 5 are monitored carefully to ensure that they have the supports to meet the proficient standard.
 - A full-time ESOL Coach supports our plug-in, pull-aside model and trains general education teachers in working with LEP students in the general education classroom.
 - The ESOL teachers align their instructional plans with the grade-level plans in reading. ESOL teachers include math vocabulary in their lessons as appropriate.

4. Monitoring students' progress towards mastery of MCPS/MSDE expectations :
- Each grade-level team from K through 5 will conduct data dialogs twice each quarter in reading and math.
 - Team members will identify instructional strategies during the data dialogs to support students who are not mastering objectives and those needing acceleration.
 - Teams will analyze students' written responses to prompts (BCRs) for re-teaching and acceleration twice monthly.
 - The ESOL coach will analyze the date of the exited ESOL students to ensure that students are mastering objectives especially in reading.
 - The Full-Inclusion Coach will monitor the students recommended for the school-level CAP meetings to support both the general education teachers and the Special Education teachers in modifying each student's plan.

Attachment #2

MSA Trend Data
2003-07

Harmony Hills Elementary School

Adequate Yearly Progress 2003-2007

MSDE OFFICIAL RELEASE

	AMO Targets					
	2003	2004	2005	2006	2007	2008
Math	41.4	44.1	53.6	58.8	63.9	69.1
Reading	43.8	46.3	57.8	62.5	67.2	71.8

Table 1. Performance Results 2003-2007 (Percent Proficient/Advanced)

	Math					
	2003	2004	2005	2006	2007	Change
All Students	59.0	63.3	82.5	79.7	80.4	21.4
African American	44.2	59.0	73.4	76.2	73.0	28.8
Asian	93.3	88.9	94.7	100.0	100.0	6.7
Hispanic	56.3	62.1	84.5	77.7	82.2	25.9
White	80.0	64.3	93.8	90.0	91.7	11.7
FARMS	56.0	57.9	79.7	78.3	80.1	24.1
Special Education	11.1	23.8	59.3	45.8	45.0	33.9
Limited English Proficiency	43.5	54.2	80.0	72.9	75.5	32.0

	Reading					
	2003	2004	2005	2006	2007	Change
All Students	50.0	53.3	71.7	73.1	77.2	27.2
African American	37.2	61.5	68.8	76.2	74.6	37.4
Asian	80.0	66.7	73.7	93.3	100.0	20.0
Hispanic	49.3	46.6	72.9	66.0	75.7	26.4
White	60.0	50.0	75.0	90.0	91.7	31.7
FARMS	46.8	48.4	69.9	71.3	74.7	27.9
Special Education	5.6	19.0	40.7	50.0	40.0	34.4
Limited English Proficiency	21.7	33.3	56.0	66.1	69.8	48.1

Table 2. Adequate Yearly Progress 2003-2007

	Math				
	2003	2004	2005	2006	2007
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met
Special Education	Met	Met	Met	Met	Met
Limited English Proficiency	Met	Met	Met	Met	Met

	Reading				
	2003	2004	2005	2006	2007
All Students	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met
Asian	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met
Special Education	Not Met	Met	Met	Met	Met
Limited English Proficiency	Met	Met	Met	Met	Met

SOURCE: MSDE AYP Reports

Attachment #3

Highly Qualified Teachers Plan for MCPS

Highly Qualified Teachers Plan for Montgomery County Public Schools

Title I Schoolwide

Date: July 1, 2007

The Offices of Human Resources and Staff Development in consultation with Academic Support and Federal and State Programs worked to complete this section and provided copies to all Title I schools to include in the SIP. The form will focus on the countywide strategies and tasks for attracting highly qualified teachers to Title I schools.

School System Objective: 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	People or Offices Responsible	Time Line	Task Review Dates
Recruit and hire a cadre of certified and highly qualified teachers for Title I Schools	Office of Human Resources/Department of Staffing	Continuous	Monthly
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
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
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
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	Harmony Hills Leadership Team	May-August	October

Assign a staff development teacher to all schools to ensure that staff is supported in job-embedded professional development linked to the school improvement process	Office of Organizational Development	August-June	January, June
Provide job-embedded professional development linked to the School Improvement Plan	Staff Development Teacher, Reading Specialist, ESOL Team, Special Ed Team	October-May	January, March, June
Provide best practices training for gifted and talented teachers	Office of Organizational Development, Enriched and Innovative Instruction, Academic Support-Federal and State Programs	August-May	September, November, January, March
Provide best practices training for school teams on accelerating learning in reading and math	Math Content Coach, Title I GT Teacher, SDT, Reading Specialist	August-May	January, March, June
Provide support to all teachers new to Harmony Hills through New Teacher Orientation, support from a Full-time Teacher Mentor, coaching from MCPS Consulting Teachers for those new to teaching	Harmony Hills Leadership Team, Full-Time Teacher Mentor, MCPS Consulting Teachers	August-June	January, March, June
Provide ongoing support for all certified staff for working with Special Education and ESOL students in the general education classroom	Full-Inclusion Coach, ESOL Coach	August-June	January, March, June

Coordination and Integration of Federal, State, and Local Funds

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

1. Gifted and Talented Title 1 Teacher (.5): This position is designed to work with students and with teams of teachers to accelerate the learning of students particularly those 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.
2. Math Content Coach (.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.
3. Reading Recovery Teacher (.5): This position is designed to work with the 4 lowest performing students in grade 1 in reading. The teacher in this position is trained in Reading Recovery and receives ongoing training to improve her instruction using this program.
4. ESOL Coach (.5): This position is designed to work with certified staff to increase the capacity of teachers in serving the needs of English language learners in the general education classroom. The ESOL teacher in this position works collaboratively with the ESOL team and the grade level teams to ensure that students receiving ESOL services are progressing in linguistic and academic skill attainment.
5. ESOL Teachers (1.1): These positions are designed to lower the case load of our ESOL teachers. MCPS allocates ESOL teachers on a 44:1 basis. Using Title 1 funds, the student to teacher ratio is reduced to 42:1.
6. Lower Class Size Teachers (2.0): These two positions are used to lower the class size in grades 3, 4, and 5. One teacher is assigned to lower the class size in grade 5 in both reading and math. The other teacher is assigned to lower the class size in grades 3 and 4 in reading, our primary area of academic need.

7. Mentor Teacher (1.0): This position is designed to work with certified staff in the first 1-3 years of experience or new to MCPS. The teacher is coaches, consults with and mentors all our probationary staff.
8. Full-Inclusion Coach (1.0): This position is designed to work with instructional staff that supports students with special education needs or learning differences in the mainstream. Harmony Hills is a home school model with students fully-included in classrooms (K-5).

In addition, students will participate in extended learning opportunities during the summer and after school. All teachers assigned to these positions are highly qualified.

Attachment #4

Staff Development Plan for Harmony Hills

Staff Development Plan for HARMONY HILLS ES

Date: 9/07

Objective Number	Task Number	Training Topic	Audience	Presenter(s)	Date(s)	Budget Categories (Check categories needed.)
		Collaborative Action Process (CAP): A problem solving system designed to reduce the number of students identified for Special Education students, particularly the over-identification of minority students.	Teachers, staff, administrators	CAP Consultant, CAP Facilitators, CAP Coaches, Staff Development Teacher	August 2007 – June 2008	<input type="checkbox"/> Substitutes <input checked="" type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Guided Reading Training: Training will be provided for all Pre-K, K and Grade 1 teachers, all teachers new to HHES in grades 3-5, ESOL and Special Ed teachers. The Reading Team will train teachers on the components of guided reading. 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.	Pre-K, K and Grade 1 teachers; new teachers in Grades 3-5; SpEd and ESOL teachers	Reading Specialist, Reading Recovery Teacher, Full-time Teacher Mentor	August 2007 – June 2008	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Reading Fluency and Comprehension: Training on reading comprehension strategies will be provided. Training on language acquisition and development for serving ESOL students in the mainstream will be provided.	K-5 teachers, SpEd and ESOL teachers, Para-educators	Reading Specialist, ESOL Coach, Full-Inclusion Coach	August 2007 – June 2008	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel

Staff Development Plan for HARMONY HILLS ES

Date: 9/07

Objective Number	Task Number	Training Topic	Audience	Presenter(s)	Date(s)	Budget Categories (Check categories needed.)
		Baldrige Tools: Teachers will continue to learn and use strategies with their students including mission statements, consensograms, plus/delta feedback, and Feedback on Feedback whenever possible. This year, we will display data walls with student data in all classrooms.	Instructional staff, Administrators	Staff Development Teacher, Baldrige Instructional Specialist	August 2007 – June 2008	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input checked="" type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Special Populations: Provide training for general education teachers and para-educators for learning how to differentiate and teach SpEd and ESOL students in the classroom.	Grades Pre-K through Grade 5 teachers, Para-educators	Full-inclusion and ESOL coaches	August 2007 – June 2008	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		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.	Pre-K through Grade 5, Para-educators	Math Content Coach, Staff Development Teacher	August 2007 – June 2008	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Accelerated Instruction: Provide teachers with training on developing differentiated lessons that are rigorous and relevant.	Pre-K through Grade 5 teachers	GT Title 1 Teacher, Staff Development Teacher	August 2007 – June 2008	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel

Staff Development Plan for HARMONY HILLS ES

Date: 9/07

Objective Number	Task Number	Training Topic	Audience	Presenter(s)	Date(s)	Budget Categories (Check categories needed.)
		Program, Analysis, Diagnosis and Instruction (PADI): Provide training for new and experienced PADI teachers in Pre-K through Grade 3 in using strategies to nurture the gifts of early learners, particularly African American and Hispanic students	Pre-K through Grade 3 teachers, ESOL and Special Education teachers	Accelerated and Enriched Instruction (AEI) trainers, GT Title 1 Teacher	October, January, March	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Focused training for paraeducators 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	Supporting Service Instructional Staff (Pre-k through grade 5)	Title 1 Instructional Specialist, Reading Specialist, Staff Development Teacher	Sept - May	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Courageous Conversations: Provide training for all teachers on the impact of race on student achievement. Teachers will work collaboratively to discuss the racial achievement gap and how exploring their own racial consciousness helps them build relationships with their diverse learners	Instructional staff, Administrators	Staff Development Teacher, Administrator	August 2007 – June 2008	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input checked="" type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Empowering Parents: Provide training for all teachers on how to connect with parents (relationships) – particularly African American and Latino parents.	Instructional Staff	Title 1 Instructional, Staff Development Teacher	Dec.	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel

Attachment #5

Family Involvement Plan

- Overview of Family Involvement
- MCPS Regulation on Parent Involvement
- Harmony Hills Elementary School's Parent Involvement Policy
- Harmony Hills Elementary School's Parent Compact
- Harmony Hills Elementary School's Action Plan FY08

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 October 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 Instructional Specialist coordinates parent out-reach activities such as our monthly Coffee and Conversation sessions, our family education evening events (Family Math Nights, ESOL Nights), and our Saturday Field Trips for parents to learn how to use the resources of the Washington metropolitan area. 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.

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. Revise and distribute the School-Parent Compact: The School-Parent Compact is reviewed and revised each spring by our School Improvement Team. It is shared with parents at Back To School Night and 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 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 VSC 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, ESOL Family Nights, Technology Family Nights, etc.), we schedule one meeting at the beginning of the second semester (February) that specifically describe the Terra Nova 2 (for grade 2) and MSA (for grades 3-5).

Involving Parents in Decision-Making

Our School Improvement Team identified (May 2007) this goal as a priority for this year. As a result, our short-term goals for this year are:

- Increase the number of parents on school decision-making committees (SIT, Discipline, Safety, Technology, and Family Involvement) from 4 parents to 12 parents.
- Involve parents in providing input and feedback on how Family Involvement funds are used through surveys and evaluations.
- Conduct a Study Circle to encourage cross-cultural communication and input on family involvement programs.

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, ACG, BMA, FAA, IEA, IEB, IED, IFB, IGP-RA, IRB-RA

Responsible Office: Deputy Superintendent

A. PURPOSE

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

B. ISSUE

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

C. POSITION

1. Definition

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

Programs as follows:

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

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

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

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

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

- 1) Provide an inviting and welcoming environment where parent involvement is respected and valued
- 2) Develop activities and materials that provide for effective two-way communication between parents and the school on local school policies and practices and individual student progress
- 3) Support and encourage parental volunteer opportunities including participation in the development of school improvement plans

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

D. DESIRED OUTCOME

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

E. IMPLEMENTATION STRATEGIES

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

F. REVIEW AND REPORTING

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

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

Harmony Hills Elementary School Parent Involvement Policy

Harmony Hills supports the involvement of all parents/families. We believe that when parents are involved, students will be successful. (In this policy, “parent” is intended to include parents, guardians, and other family members involved in supervising the child’s schooling.)

I. Parent Information

Once a year, our school will hold a Title I meeting that will provide information about the Title I program, parental rights, and the important role you play in your child’s education. In addition, the school will:

- schedule annual conferences at convenient times
- hold meetings that review the curriculum and state and local assessments
- provide opportunities for parents to suggest ideas and be a part of the decisions that relate to school success
- explain the grade level curriculum
- review and explain the district and State academic assessments
- provide opportunities for parents to suggest ideas that relate to student success
- involve parents in the planning and review of our school-wide School Improvement Plan (SIP) including this Parent Involvement Plan (PIP)
- invite parents to share comments that may be included in the School Improvement Plan

II. Parent Outreach

We support a strong, positive partnership with you and the community. We believe our parent outreach program will improve student achievement by providing:

- assistance to parents to help improve understanding of the MCPS curriculum and its relationship to the Voluntary State Curriculum (VSC) and assessments
- training and materials for parents to improve student achievement
- information and training for staff on the important role of parents as equal partners in teaching and learning
- parent programs that strengthen connections between home and school opportunities to attend programs and activities with Head Start, Judy Centers, Pre-Kindergarten Programs, Linkages to Learning, etc.
- support, training, and information from the Montgomery County Public Schools (MCPS) Division of Family and Community Partnerships and the parent activities, programs, and services they provide

III. Communication

Ongoing communication will occur through:

- annual parent conferences and follow-up conferences as needed
- a variety of school events, classes, and meetings held at times that are convenient for parents
- meetings that focus on how parent can help their child succeed in school
- frequent reporting of student progress
- opportunities to volunteer, observe, and talk with staff
- interpreters for conferences and meetings
- translation of the principal's newsletter and other important notices

To further enhance our successful partnership, we will provide additional support for parents who speak English as a second language, parents with disabilities, or parents who are in homeless situations. This support will include providing translations, written documents, and ensuring that we meet the need of individuals with disabilities.

IV. Staff Training

Staff training will be held at our school to:

- provide training for staff about how to work with parents as partners
- show how to start and maintain parent outreach and involvement programs
- communicate the value of reaching out to and working with parents

Harmony Hills

Política de Participación de los Padres

En esta política, “padres” incluye padre/madre, guardianes, y otros miembros de la familia encargados de la supervisión de la educación del niño.

I. Política de Participación

Nuestra Política de Participación de los Padres (PIP) por sus siglas en inglés, enfoca las áreas de la Política de Participación, el Convenio de la Escuela y los Padres, el Servicio para Beneficio de los Padres, y Accesibilidad.

Una vez al año, nosotros tendremos una reunión del Título I que ofrecerá información sobre el Programa Título I y nuestra Política de Participación de los Padres. Una discusión de las pautas del Título I, incluyendo los derechos de los padres, y el importante papel que ustedes tienen en la educación de sus hijos, será parte de esta reunión.

Nosotros:

- Tendremos reuniones en distintas fechas y/o lugares para que ustedes puedan participar (algunos tópicos de estas reuniones incluirán las conferencias con los padres y visitas a las casas)
- Tendremos conferencias
- Apoyaremos al personal de la escuela para que hagan visitas a las casas, si fuese necesario
- Explicaremos el plan de estudio de cada nivel de grado
- Revisaremos las evaluaciones académicas que están relacionadas con el progreso y la proficiencia del estudiante
- Ofreceremos oportunidades para que ustedes sugieran ideas y sean parte de las decisiones relacionadas con el éxito escolar
- Incluiremos a los padres en el planeamiento y la revisión del Plan de Mejoramiento Escolar de toda la escuela (SIP) por sus siglas en inglés, incluyendo esta Política de Participación de los Padres (PIP)
- Les invitaremos a someter comentarios si ustedes no están satisfechos con este plan y los agregaremos a nuestro Plan de Mejoramiento Escolar

II. Convenio de la Escuela y los Padres

Trabajaremos junto con ustedes para desarrollar un Convenio de la Escuela y los Padres que será compartido con los padres en las conferencias. Este convenio describe las responsabilidades de los padres, los estudiantes, y el personal de la escuela que nosotros creemos llevará a mejorar el logro académico de los estudiantes.

Las responsabilidades enumeradas en el convenio:

- Proveerán un plan de estudios e instrucción de alta calidad ?
- Fomentarán ambientes de aprendizaje efectivos y de apoyo ?
- Ofrecerán maneras que ustedes puedan vigilar la asistencia, la terminación de las tareas, y los programas de televisión ?
- Ofrecerán oportunidades para trabajar de voluntario ?

- Les invitarán a participar en decisiones que afecten la educación de sus hijos ?
- Les darán ideas para actividades extracurriculares ?

La comunicación regular:

- Se llevará a cabo cuando ustedes asistan a las conferencias anuales de padres donde se explicará el Convenio de la Escuela y los Padres –
- Ocurrirá con los frecuentes reportes del progreso del estudiante –
- Les dará muchas oportunidades de trabajar como voluntarios, observar, y hablar con la facultad - ?

III - Servicio de Asistencia a los Padres

Nosotros apoyamos una fuerte y positiva asociación con ustedes y con la comunidad. Nosotros creemos que nuestro programa para el acercamiento con los padres mejorará el logro de los estudiantes ofreciendo:

- Asistencia para ayudarles a comprender el plan de estudios de MCPS relacionado con las Normas de Contenido y Evaluaciones de Maryland - ?
- Materiales y entrenamiento - ?
- Información y entrenamiento para el personal docente en la importancia del papel de los padres como socios iguales en la enseñanza y el aprendizaje - ?
- Programas para los padres que construyan lazos entre el hogar y la escuela - ?
- Oportunidades para asistir a programas y actividades con Head Start, los Centros Judy, los Programas de Pre-Kindergarten, Enlaces al Aprendizaje, etc. - ?
- Apoyo, entrenamiento e información de la División de Asociaciones de las Familias y la Comunidad de las Escuelas Públicas del Condado de Montgomery (MCPS) sobre las actividades para padres que ellos ofrecen ?

- **Accesibilidad**

Para poder tener éxito como socios, nosotros brindaremos apoyo adicional a los padres que hablen inglés como segundo idioma, padres con impedimentos, o padres que se encuentren sin hogar. Este apoyo incluirá brindar traducciones, documentos escritos, y asegurar que nosotros respondemos a las necesidades de individuos con impedimentos.

Llave para las Responsabilidades Compartidas

- ? Tener expectativas altas de los logros
- ? Ofrecer y apoyar instrucción firme
 - Comunicarse
- ? Aumentar la capacidad a través de voluntarios y entrenamiento

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.

<i>Shared Responsibilities for:</i>	<i>School Staff</i>	<i>Parent</i>	<i>Student</i>
Having high achievement expectations	<p>As a school, we expect all students to meet or exceed the MCPS grade level standards and the Maryland Voluntary State Curriculum (VCS). We will:</p> <ul style="list-style-type: none"> • review assessment results to determine strengths and needs of students • plan instruction that helps to improve students' academic success • give students many opportunities to show what they know • give students timely feedback • help students succeed in all academic areas 	<p>As a parent, I will support education and believe that my child can reach high goals.</p> <p>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 • make sure my child does homework and schoolwork regularly • make sure my child gets to school on time 	<p>As a student, I will do my best. I will:</p> <ul style="list-style-type: none"> • work hard • come to school on time • have books and materials that I need • pay attention in class • make sure I understand my assignments • complete my class work and my homework • follow the rules of the school
Good Instruction that Works for Children	<p>As a school, we will:</p> <ul style="list-style-type: none"> • teach the Montgomery County Public Schools curriculum • support each student's learning • assist parents in learning about ways they can help their children with homework and learning 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend meetings about what my child is learning • know what my child learning • check homework and look at schoolwork • ask questions about how I can help my child at home 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • know what is expected of me in all of my subjects • ask questions
Communicating	<p>As a school, we will:</p> <ul style="list-style-type: none"> • communicate with families about high academic standards, student progress and the school's overall performance • communicate with families in a language that they can understand, when possible • make the school a friendly place for parents to meet, talk, and learn about their child's education 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend Back-to-School events, parent-teacher conferences and other school-sponsored programs • tell the school about anything that might effect 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 • talk to my family about things I am learning in school • ask my teacher for help when I have problems with my schoolwork/homework

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.

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

revised: 11/1/2007

Escuela Elemental Harmony Hills - Convenio con los Padres

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

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

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

Escuela Elemental Harmony Hills - Convenio con los Padres

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

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

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

ONE-YEAR ACTION PLAN

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

School: Harmony Hills ES			School Year: 2007-2008		
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 2008 annual measurable objective (AMO) in reading (71.8%) and mathematics (69.1%) 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 <i>(2 or more, continuing or new)</i>	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.	4, 6, 2	October - May	Pre-K through Grade 5	<ol style="list-style-type: none"> 1. Discuss intent and procedures with the Instructional Leadership Team (September). 2. Prepare a 'one-pager' to send home to parents describing the expectations and procedures (October). 3. Design a Parent Survey on value and use of interactive homework assignments. 4. Analyze results from Parent Survey. 	Kaili Gilliland Dorothy King
Students will be supported by parents who have participated in school-lead training on reading and mathematics at home.	1, 2, 4	October - May	Pre-K through Grade 5	<ol style="list-style-type: none"> 1. Design the school calendar to include parent education sessions regularly and at a variety of times (such as Family Math, Technology Night, Literacy Night). 2. Plan mini-sessions for parents to target reading and math strategies that are easily replicated at home (November - May). 3. Invite parents to participate in sessions to learn and practice ways to support learning at home (November - May). 4. Analyze valuations after each session 	Dorothy King Martha Lopez Sheryl Newman

Any extra funds, supplies, or resources needed for these activities? None

ONE-YEAR ACTION PLAN

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

School: Harmony Hills ES | **School Year: 2007-2008**

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 (blue slips), discipline referrals (green slips) and character trait blocks on display

Organize and schedule the family and community involvement activities to support THIS goal.

<i>ACTIVITIES (2 or more, continuing or new)</i>	<i>TYPE (1-6)</i>	<i>DATES OF ACTIVITIES</i>	<i>GRADE LEVEL(S)</i>	<i>WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?</i>	<i>PERSONS IN CHARGE AND HELPING</i>
Students will take responsibility for managing school behaviors during instruction when provided feedback and support from school staff and parents (Blue Slip Commendations, Green Slip Referral System).	1, 2	October - June	Pre-K through Grade 5	<ol style="list-style-type: none"> 1 Students and staff will review the expectations for maintaining a high level of time on learning tasks during classroom instruction (Sept - Oct). 2 Parents will receive information on school discipline procedures at Back to School Night. 3 Students will learn the DeBugging strategies to manage personal feelings and interactions (Sept - Jan). 4 Track progress by numbers of Blue/Green Slips. 	Jennifer Blackburn Rita Gama
Students will be honored for demonstrating character traits that foster positive, interpersonal relationships and skills with students and adults in the school community (Character Wall).	1, 2	October - June	Pre-K through Grade 5	<ol style="list-style-type: none"> 1. Students will learn the Six Pillars of Character during classroom guidance sessions (Oct - Jan). 2. Students will be honored by having their name and deed showcased in the main hallway (Oct - June). 3. Public address announcements will honor each student receiving a character block. 4. Logs, anecdotal records will be analyzed. 	Kaili Gilliland Rita Gama Judy Sackheim

Any extra funds, supplies, or resources needed for these activities? None

ONE-YEAR ACTION PLAN

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

School: Harmony Hills ES | **School Year: 2007-2008**

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
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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.	4, 5, 6	September - June	Pre-K through Grade 5	1. Define and invite volunteerism at Back to School Night and other venues. 2. Parents and community volunteers will be members of decision making committees 3. Develop the capacity for parents to lead the PTA and participate in other school-related decision-making forums	Rosemary Garr Erica Washington
Students will participate in a wide variety of extended-day, extended-week and extended-year activities sponsored by PTA, school staff and community partners to strengthen family relationships.	2, 3, 6	September - June	Pre-K through Grade 5	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. Grade 1-5 students will be enrolled in the GBTLA at Wheaton HS. 4. Pre-K-grade 5 students will be enrolled in the Extended Learning Opportunity (summer) 5. Monitor participation rosters	Heidi Kadel Anneka Jackson
Students will participate in community service projects to develop a sense of “giving to others.”		October - June	Pre-K through Grade 5	1. Students will learn about saving environmental resources with the Green Team. 2. Students will support school beautification efforts with the PTA and building service staff.	Lauren Moskowitz Sally Wechsler

Any extra funds, supplies, or resources needed for these activities? None

Attachment #6

Budget Documents

- Title I Funds
- Baldrige-Guided School Improvement Budget

Attachment 7

Baldrige Category School-Wide Program Components

Baldrige Category Schoolwide Program Components	Page(s)
Leadership <ul style="list-style-type: none"> • Mission/Vision 	5
Student and Stakeholder Focus <ul style="list-style-type: none"> • Comprehensive Needs Assessment 	5 7-19
Faculty and Staff Focus <ul style="list-style-type: none"> • Instruction by Highly Qualified Teachers • Ongoing Professional Development 	6 19-22 27-30
Strategic Planning <ul style="list-style-type: none"> • School-wide Reform Strategies • Coordination and Integration of Federal, State, and Local Funds 	6 17-19 25-26
Process Management <ul style="list-style-type: none"> • Strategies to Attract Highly Qualified Candidates • Increased Parent Involvement Implementation Plan • Plans for Assisting Pre-School Children in the Transition to Local Elementary School 	6 19-21 31-46 15-16
Organizational Performance Results <ul style="list-style-type: none"> • Activities to Ensure that Under Performing Students Reach Proficient or Advanced 	5 16-18 25-26
Measurement, Analysis, and Knowledge Management <ul style="list-style-type: none"> • Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments 	6 17-19