

Highland Elementary School

Baldrige Guided School Improvement Plan

Mr. Scott Steffan, Principal
Einstein Cluster

2011-2012

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Leadership

Highland Elementary School SIP 2011-2012

STUDENT AND STAKEHOLDER FOCUS

Based on an analysis of disaggregated data, in order to continue the yearly upward trend in performance on TN2 and MSA Reading and Math, Highland will continue the following practices:

- Implement the Full Inclusion model for ESOL and Special Education students
- Implement the Effective Effort Rubric in grades 2-5 for MSA and TN2
- Align formative assessments with the Voluntary State Curriculum & Common Core State Standards
- Grade level (Pre K – 5):
 - Conduct weekly reading and math meetings
 - Conduct regular reading and math data dialogues
- Provide full accommodations for all summative assessments
- Reward and recognize positive student behavior through the PBIS (Positive Behavior Interventions & Supports) initiative

LEADERSHIP

At Highland, a diverse, multicultural environment, it is our vision to provide students with the best education. We will provide the school community with the tools to become lifelong learners. Our students are expected to be respectful, responsible, and ready to learn.

This mission focuses on the following principles:

- Effective skills and strategies
- Self-discipline and respect for others
- High expectations for our futures
- Acquisition of the English language
- Parent and community involvement
- A positive learning and working environment

Communication:

Each day the vision is communicated to students through the morning announcements, as well as through the Highland Highlights Newsletter. Communication to staff about the ongoing monitoring of the SIP plan (BGS IPT meeting notes) will occur through Highland Private email.

ORGANIZATIONAL PERFORMANCE RESULTS

Performance Results 2009-2011

MSA	Reading		Math	
	09-10	10-11	09-10	10-11
AMO	81.2	85.9	79.4	84.5
All	91.8	92.7	89.7	87.4
AfrAm	84.6	85.7	84.6	78.6
Asian	93.8	100	100	94.4
His	92.4	92.9	88.9	87.9
White	100	100	100	100
FARMS	91.7	92.5	88.6	86.3
SPED	92.5	79.5	80	59
LEP	90.2	91.1	88.5	86.3

TN2	09-10	10-11
Reading	51%	51%
Language	67%	61%
Language Mechanics	76%	71%
Math	67%	62%
Math Computation	97%	73%
Composite	73%	65%

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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

- Analyze reading data at monthly grade level data dialogues
 - MCPSAP-PR assessment (mClass)
 - Reading Progress Monitoring – Fountas & Pinnel assessment kits, running records, QRIs, informal anecdotal records
 - Formative and Summative Assessments
- Use decision tree to manage reading intervention support
- Analyze math data at monthly grade level data dialogues
 - Formative and Summative Assessments
- Conduct monthly peer walk-throughs with specific look fors
- Conduct weekly team planning to ensure consistency across grade levels
- Use Title I monies to provide additional reading and math support at all grade levels

STRATEGIC PLANNING

School wide Reform Strategies:

- Implement Elementary Integrated Curriculum in Kindergarten, Grade 1, and Grade 2
- Provide opportunities to increase capacity for implementing small group reading instruction that meets the needs of all students
- Provide opportunities to increase teacher capacity in the area of writing instruction
- Provide opportunities to increase teacher capacity in the area of phonics and word study
- Analyze student data and provide individualized opportunities for students to increase reading proficiency
- Provide opportunities to increase teacher capacity to implement math instruction that meets the needs of all students
- Analyze student data and provide individualized opportunities for students to increase math computation proficiency

Strategies to increase parental involvement, such as family literary services:

- Provide opportunities to increase parent's capacity for supporting the academic success of their children
- Involve parents as active participants in the planning, review, and evaluation of the School Improvement Plan
- Host family-friendly events and hold PTA meetings during the morning

Plans for Transition from Early Childhood Program:

- Use of Kindergarten Toolkit
- Hold Kindergarten Orientation
- Provide literacy support through the literacy packets designed to provide students with practice skills to build literacy and fine motor skills

Activities to ensure that under performing students reach proficient or advanced:

- Use of formative reading and math assessment monitoring system
- Use of *Foundations program*, *Wilson Reading program*, *Words Their Way program*, and *Phonics Build-Up/Start-Up Kits* strategies and materials to diagnose and improve phonics instruction for students
- Implement *Fastt Math program* to support student proficiency of basic facts

Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act:

- Title I, MCPS Budget, 21st Century, Head Start, MCPS School Improvement Budget

FACULTY AND STAFF FOCUS

- Instruction by Highly Qualified Teachers
 - Recruit, select, and retain highly qualified and certified teachers (See Attachment I)
- High-quality and Ongoing Professional Development
 - Reading - Words Their Way, fluency, and small group instruction
 - Writing – six traits, anchor papers, rubrics, and graphic organizers
 - Math - discourse, small group instruction
 - Effective Implementation of PBIS

PROCESS MANAGEMENT

- Baldrige Guided School Improvement Plan team (BGSIP) members meet 5 times a year to review, analyze, and monitor the SIP plan
- BGSIP meetings used to discuss implications of the data and revision of the SIP
- Core Leadership Team meets twice a month to relay pertinent information and new initiatives to team members, discuss status of school procedures, programs and initiatives and makes critical decisions about instruction
- Weekly grade level team meetings focused on curriculum, instruction, assessment, data analysis, and student work.

(See Professional Development Action Plan Attachment II, Reading Action Plan Attachment III, Behavioral Action Plan Attachment IV, Math Action Plan Attachment V, Parent/Family Involvement Plan attachment VI)

Highland Elementary School

Mission/Vision Statement

At Highland, a diverse, multicultural environment, it is our vision to provide students with the best education. We will provide the school community with the tools to become lifelong learners. Our students are expected to be respectful, responsible, and ready to learn.

This mission focuses on the following principles:

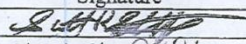
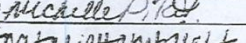
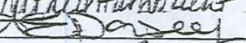
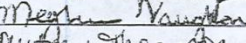
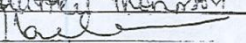
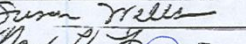

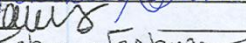
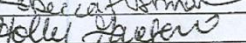
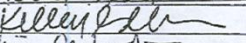
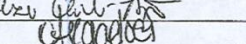
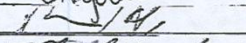

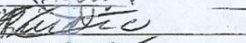
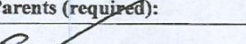
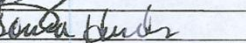
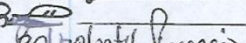
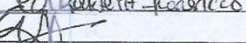
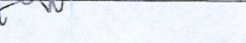




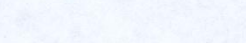
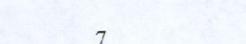
- Effective skills and strategies
- Self-discipline and respect for others
- High expectations for our futures
- Acquisition of the English language
- Parent and community involvement
- A positive learning and working environment

School Name: Highland Elementary

Date: 9/15/11

School Improvement Team Information

Principal: Mr. Scott Steffan

Print Name	Signature	Position
Scott Steffan		Principal
Michelle Piket		Assistant Principal
Natalie Hambrecht		Staff Development Teacher
Shannon Dorsey		MCC/Gifted & Talented Teacher
Meghane Vaughan		Reading Specialist
Courtney Thompson		School Counselor
Mara Glenshaw		ESOL Teacher
Susan Wells		Special Education Teacher
Brian Freiss		Math Focus Teacher
Natalie Thomas		Title I Instructional Specialist
Lauren Eng		Kindergarten Teacher
Rebecca Fishman		Grade 1 Teacher
Holly Garofano		Grade 2 Teacher
Kelley Winckler		Grade 3 Teacher
Alison Clarke -Pentz		Grade 4 Teacher
Adrienne Gadoci		Grade 5 Teacher
Ronald Kemp		Specialist Teacher
Molly Lee		Elected Faculty Representative
John Alcoba		Parent Community Coordinator
Aura Rivera		SEIU Representative
Parents (required):	Parents (required):	Parents (required):
Ilia Rodriguez		Parent
Sonia Hernandez		Parent
Reyna Estrada		Parent
Elizabeth Florencio		Parent
Kimberly Moss		Parent

School Name: Highland Elementary

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

- Parents are invited to attend School Improvement Team meetings.
- Information about the School Improvement Plan is shared in the school newsletter and at Parent Involvement meetings.
- The School Improvement Plan is posted on the school website and a copy is available in the Parent Resource Room for parents to read and provide feedback.

The dates that our school improvement team will meet during the 2011-2012 school year to review the plan, monitor action plans, and identify next steps as needed are as follows:

September 15, 2011 (9:00 a.m. – 12:00p.m.)

November 17, 2011 (9:00 a.m. – 12:00p.m.)

January 12, 2012 (9:00 a.m. – 12:00p.m.)

March 1, 2012(9:00 a.m. -12:00 p.m.)

June 7, 2012(9:00a.m. – 12:00 p.m.)

Organizational Performance Results

Goals and Objectives

Annual Measurable Objectives for K-5 Schools

Highland Elementary School will meet the Maryland State Assessment (MSA) 2012 Annual Measurable Objectives: 90.6% (within the confidence interval) of all students and of the 8 subgroups represented at our school will demonstrate proficient or advanced performance in reading on the MSA.

Highland Elementary School will meet the Maryland State Assessment (MSA) 2012 Annual Measurable Objectives: 89.7% (within the confidence interval) of all students and of the 8 subgroups represented at our school will demonstrate proficient or advanced performance in math on the MSA.

Student and Stakeholder Focus

School Name: Highland Elementary

Date: September 2011

Comprehensive Needs Assessment

Process

In order to meet the complex demands of the Highland student body, it is critical that a multitude of student data be reviewed, analyzed, and monitored to meet the instructional needs of *all* students. For example, during regularly-scheduled meetings with the Baldrige-Guided School Improvement Planning Team (BGS IPT), relevant school data is presented, reviewed, and analyzed by grade level team leaders and other key school personnel, including, but not limited to each of the MCPS Performance Targets and *7 Keys for College Readiness* for elementary schools: Kindergarten-Grade 2 Reading, Grade 2 Terra Nova, MSA Reading, MSA Math, and Suspension Rate(s). Each of these data points is disaggregated by critical school subgroups at Highland (All Students, African-American, Hispanic, Special Education, Limited English Proficient, Free and Reduced Meal System) throughout the school year. Using the data compiled for the 2010-2011 school year, the Baldrige-Guided School Improvement Planning Team met in August, 2011 to thoroughly review individual and subgroup results from these data points and then created action plans in accordance with local, state, and federal guidelines. The data and ensuing analysis was then shared and reviewed at a staff meeting in late September in order for the entire staff to provide feedback on the work done by the BGS IPT.

Findings

School data from 2010-2011 for key MCPS Performance targets demonstrate a positive trend in the school's progress and success in *most* areas for critical school subgroups. For the first time in since 2004, however, Highland did not make Adequate Yearly Progress (AYP) due to decreased scores in the cell of Special Education, Math.

MSA Reading

**Table I. Highland Elementary
Reading Performance Results 2004-2011 (Percent Proficient/Advanced)**

	AMO Targets								
	2004	2005	2006	2007	2008	2009	2010	2011	2012
Reading	46.3	57.8	62.5	67.2	71.8	76.5	81.2	85.9	90.6

	All Students	African American	Asian	Hispanic	White	FARMS	Special Education	LEP
2004	55.5	61.5	64.3	52.4	64.7	50	26.8	41
2005	58.6	67.4	90	53.5	76.2	56.1	45	46.6
2006	77.3	70	88.9	76.4	93.3	76	62.5	72.2
2007	82.6	81.4	83.3	82	92.9	81.8	75	75.9
2008	93.8	92.6	100	93	100	91.8	87.1	92.9
2009	96.1	95.7	100	95.6	100	95.7	94.1	94.8
2010	91.8	84.6	93.8	92.4	100	91.7	92.5	90.2
2011	92.7	85.7	100	92.9	100	92.5	79.5	91.1

School Analysis

All students, with the exception of the African American and Special Education subgroups met the 2011 Annual Measurable Objective (AMO) of 90.6%. The overall aggregated MSA reading performance of Highland's students in grades 3, 4 and 5, identified that 92.7% of students were proficient or advanced in 2011, a slight increase of about 1% from 2010.

In addition, all students in Grade 4 and Grade 5 scored in the advanced or proficient range in reading, with no students scoring in the basic category. 3rd grade saw a decrease in the number of students scoring basic in reading, from 18.9% in 2010 to 15% in 2011. Making improvements in this area for these (now) 4th grade students is a school-wide priority for 2011-2012. These students have been identified and will receive targeted, focused support in reading. Furthermore, any students who scored basic or close to basic on the 2011 MSA will be identified 'red zone' students and their data will be monitored as a separate sub-group during Highland's BGS IPT meetings, along with all other NCLB sub-groups.

The school will continue to monitor student performance in school-wide data dialogues(s) focused around student performance on benchmark reading assessments, along with running record data and formative and summative assessment scores. MSA practice testing procedures will continue for the 2011-2012 school year, as will the use of a school-wide effective effort rubric. The master schedule has been designed to facilitate collaborative teaching practices for both Special Education and ESOL. This year, Kindergarten, Grade 1, and Grade 2 will implement the new MCPS Curriculum 2.0. Half-day quarterly planning days have also been planned for all grade level teachers to ensure consistency and fidelity in implementing the curriculum.

Decision trees for placing students in reading intervention will continue to be reviewed to ensure that the reading needs of all students are met. In addition, school administration will continue to offer advanced curriculum for high-ability learners, such as William & Mary and Junior Great Books.

MSA Mathematics

Mathematics Performance Results 2004-2011 (Percent Proficient/Advanced)

	AMO Targets								
	2004	2005	2006	2007	2008	2009	2010	2011	2012
Math	44.1	53.6	58.8	63.9	69.1	74.2	79.4	84.5	89.7

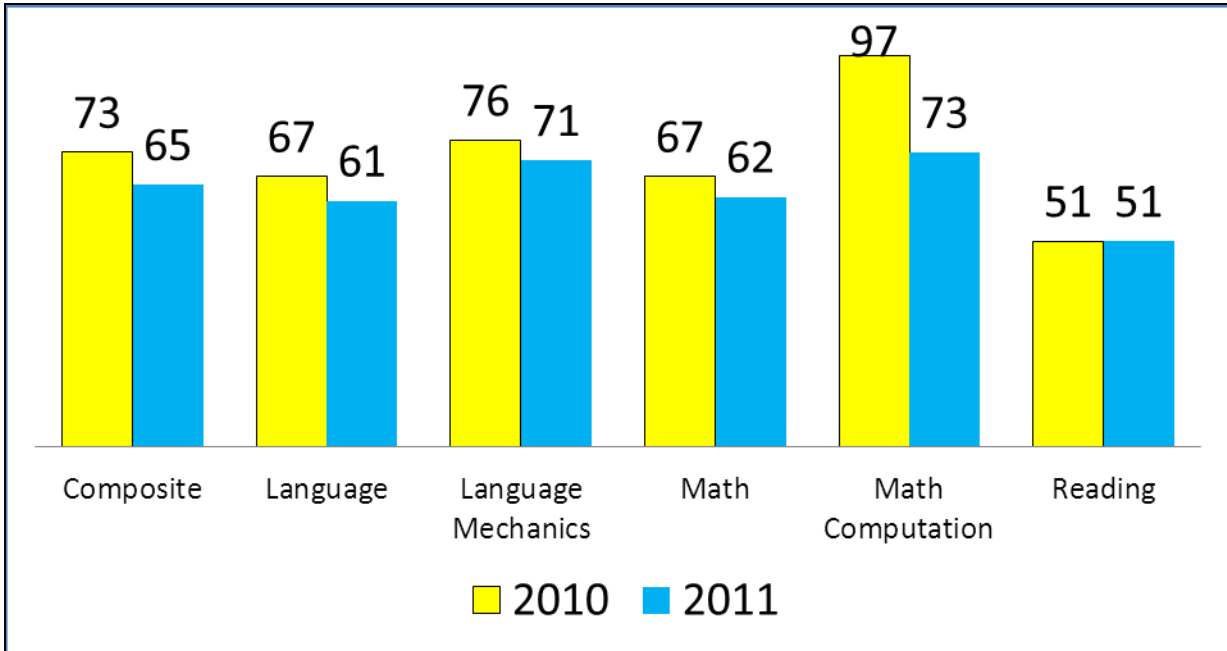
	All Students	African American	Asian	Hispanic	White	FARMS	Special Education	LEP
2004	53.9	48.7	57.1	52.7	76.5	50.9	15	42.9
2005	66.1	65.2	72.7	64.6	81	62.6	40	52.5
2006	79.7	80	94.4	76.9	100	77	68.8	68.5
2007	84.3	81.4	100	83.4	92.9	83.3	73.2	81
2008	94.3	92.6	100	93.6	100	93	87.1	92.9
2009	93.9	91.3	100	93.4	100	92.9	88.2	92.2
2010	89.7	84.6	100	88.9	100	88.6	80	88.5
2011	87.4	78.6	94.4	87.9	100	86.3	59	86.3

School Analysis

All student subgroups, with the exception of our African American and Special Education subgroups, met the Annual Measurable Objective (AMO) of 84.5% in 2011. The overall aggregated MSA math performance of Highland’s students in grades 3, 4 and 5, identified that 87.4% of students were proficient or advanced in 2011, a slight decrease of 2% from 2010. Special focus will be placed on our African American and Special Education subgroups to ensure that they meet the AMO in 2012. For example, Title I monies have been utilized to continue to support a focus position for mathematics. This position, which is held by the 2011 Montgomery County Teacher of the Year, is used to create additional sections of mathematics classes in grades 3 and 5 to reduce class size throughout these grade levels, in addition providing in-class intervention support to struggling learners in grade(s) 2 and 4. In addition, we recognize that most of our sub-groups (with the exception of our White and Asian) sub-groups would not have met the 2012 AMO without the confidence interval. Any student performing below grade level on formative and summative assessments will be discussed during Data Dialogues. These students have been identified and will receive targeted, focused support in math. Furthermore, any students who scored basic or close to basic on the 2011 MSA will be identified ‘red zone’ students and their data will be monitored as a separate sub-group during Highland’s BGS IPT meetings, along with all other NCLB sub-groups.

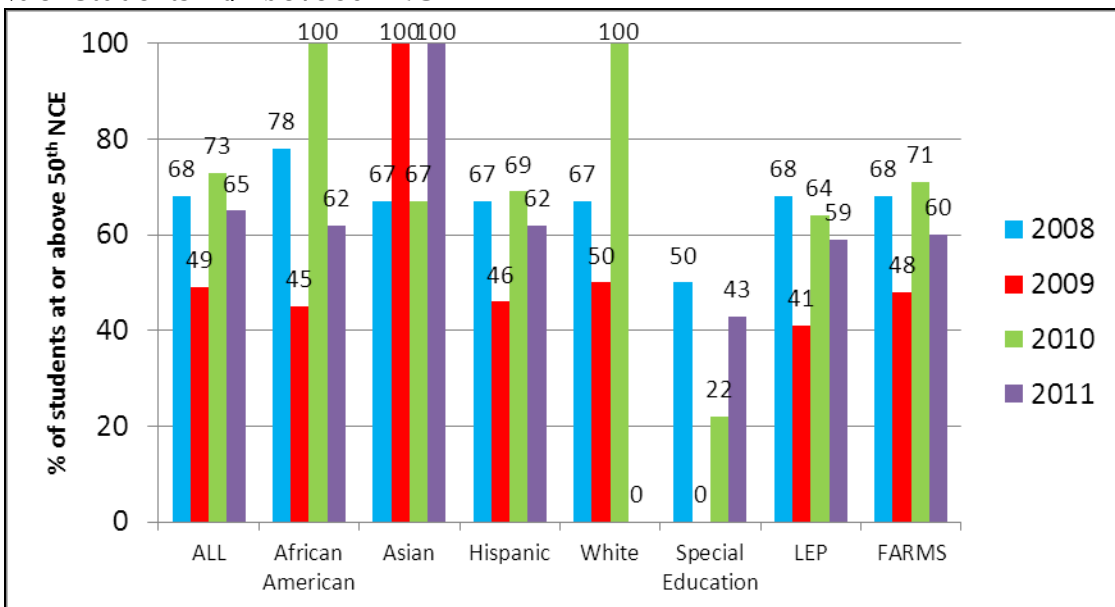
The school will continue to monitor student performance in school-wide data dialogues(s) focused around student performance on MCPS Unit assessments, along with formative assessment scores within each unit. MSA practice testing procedures will continue for the 2011-2012 school year, as well as the use of a school-wide effective effort rubric. The master schedule has been designed to facilitate inclusive teaching practices for both Special Education and ESOL, and this will continue to be a focus at all grade levels to ensure that all students are receiving rigorous instruction on grade level and/or above grade level objectives.

Terra Nova 2 – 2010- 2011 Results



TN2 2008-2011 by Sub-Group

% of Students At/Above 50th NCE



School Analysis

The overall composite scores in each of the Terra Nova 2 sub-tests decreased from 2010 to 2011 with 65% of second grade students scoring at or above the 50th NCE. Scores for each sub-test decreased with the exception of reading, which remained the same. Scores in each subgroup with the exception of Asian and the Special Education sub-group, decreased in all sub-tests. However, the greatest area of concern remains the Special Education students. Only 43% of Special Education students scored at/above 50th percentile on the composite, however this is a 21% increase in this subgroup from the previous year.

GRADE K READING PROFICIENCY 2010-2011

		Total Grade Level	Hispanic	African American	Special Education	Limited English Proficient	FARMS
Quarter 4	Below grade level (KOP-B)	10/59 17%	8/48 17%	1/5 20%	1/5 20%	8/44 18%	9/45 20%
	On grade level (C) (4)	15/59 25%	12/48 25%	0/5 0%	1/5 20%	14/44 32%	12/45 27%
	Above grade level D (5+)	34/59 58%	18/48 38%	4/5 80%	3/5 60%	22/44 50%	24/45 53%
	Percent of Students On & Above Grade Level	49/59 83%	30/48 63%	4/5 80%	4/5 80%	36/44 82%	36/45 80%

School Analysis

In 2008-2009, MCPS raised its' kindergarten benchmark from level 3 to level 4, with a 'stretch goal' of Level 6. The results above outline student performance on these benchmarks as of the end of quarter four. Listed below is an analysis of these data:

Running Records –

- Q4=83% proficient and advanced
- How to get the 10 below grade level students to read on or above grade level?
- These 10 students are receiving double doses of instruction, using Jan Richardson and centers, reading intervention support

How will we better support our newcomers that arrive mid school year?

The school intends to continue the current program with greater emphasis on phonics using both the Foundations and Words Their Way program(s). With the advent of all-day Head Start, most of these students enter kindergarten having mastered the alphabet and many other early literacy skills. It should be noted that these data are all based on non-fiction text, which is traditionally more difficult for children to read and comprehend.

GRADE 2 READING PROFICIENCY 2010-2011
2009-2010 Target for Benchmark (%)

		Total Grade Level	Hispanic	African American	Special Education	Limited English Proficient	FARMS
Quarter 4	Below grade level (A-L)	20/71 28%	18/52 35%	1/13 8%	3/9 33%	19/54 35%	18/58 31%
	On grade level (M)	21/71 30%	13/52 25%	6/13 46%	3/9 34%	12/54 22%	17/58 29%
	Above grade level (N+)	30/71 42%	21/52 40%	6/13 46%	3/9 33%	23/54 43%	23/58 40%
Percent of Students On & Above Grade Level		51/71 72%	34/52 65%	12/13 92%	6/9 67%	35/54 65%	40/58 69%

School Analysis

The school intends to continue the current program with greater emphasis on phonics using both the Foundations and Words Their Way program(s). With the advent of all-day Head Start, most of these students enter kindergarten having mastered the alphabet and many other early literacy skills. It should be noted that these data are all based on non-fiction text, which is traditionally more difficult for children to read and comprehend.

Number and Percentage of Students Suspended 2010-2011

2010-2011 Target for Benchmark (1.3%)

	Overall	White	Asian	AA	Hispanic	SPED
# Students	1/461	N/A	N/A	N/A	1/345	N/A
% Students	.2%	N/A	N/A	N/A	.3%	N/A

School Analysis

The implementation of the PBIS (Positive Behavior Supports and Interventions) program over the last several years has led to **only 1 student** being suspended during the 2010-2011 school year. Highland ES has been recognized as Maryland PBIS Gold Medal Winner for the past 3 years. The PBIS Team, which consists of up to 15 members, has worked hard to create a school

culture that is focused on positive rewards and explicit teaching of behavior(s), rather than one which is negative and reactionary. This combined with the implementation of a systematic and structured office referral system has led to these positive behavior changes at Highland. Classroom teachers are effective in dealing with most behavior problems in the classroom. Students are recognized weekly as 'Student of the Week' nominated by teachers. There are on-going celebrations for students that have demonstrated positive behavior. At the beginning of the year, students are explicitly taught the behavior that is expected of them in every area of the building, from the restrooms, to the cafeteria, hallway, and on the playground.

Root Causes

Although Highland did not meet AYP for our special education sub-group, most of Highland's students are performing at high levels. Listed below are a multitude of factors that have enabled Highland to achieve success and will be continued to sustain achievement:

Administration

- The school administration has made a focused effort to create a staff that functions as a team and believes in the value of collaborative decision-making. At the beginning of the 2010-2011 school year, a *Core Leadership Team* was established to promote collaborative decision-making processes. This team provided input on several key decisions during the school year including, but not limited to, staffing, the master schedule, and school improvement goals. School administration firmly believes that a high level of collaboration among all facets of the school leads to higher degrees of employee satisfaction and engagement. In fact, employee engagement results from a Gallup University survey conducted in the spring of 2011 showed that the majority of Highland staff members are highly engaged and committed to doing quality work. In addition, administration surveyed every staff member to inquire on how they would like to receive feedback (i.e. e-mail/face-to-face) and for what achievements they would like to be recognized.
- Administration also firmly believes in creating an environment at Highland that embodies stability and the characteristics of a self-renewing organization. For example, many of the staff members currently working in designated leadership roles outside the classroom have (e.g. Assistant Principal, Math Content Coach, Reading Specialist, Staff Development Teacher) all worked previously as classroom teachers at Highland. In addition, a variety of other positions have been created or filled with former classroom teachers at Highland (e.g. Math Focus Teacher, Reading Intervention Teachers, ESOL Teachers, etc.). Given the complexities of working with students in poverty, school administration strongly believes in "hiring from within", especially if that employee has demonstrated a high degree of competence in the classroom and a commitment to our students.

Strong Focus on Data Analysis

- Summative and formative assessments were created for all objectives in reading and math aligned with the curriculum and state testing standards. Re-teaching was facilitated by collaborative teaching model. Data was analyzed to predict individual student success on MSA and to realign resources as necessary.

- Achievement Steering Committee format/process continued to be used even after school was out of Corrective Action. All performance targets and key data points were monitored on a regular basis by administration and the school leadership team.

Regular test practice for MSA & TN2 using an Effective Effort Rubric

- Student testing behavior was scored, evaluated, monitored regularly during practice sessions, with motivating rewards for productive behaviors. Ensured that all students completed every test item and tried their hardest.

Strong Emphasis on Literacy

- Teachers received training in Words Their Way and Wilson approaches, as well as staff development in the use of manipulative(s) in teaching phonics. Primary teachers attended all nine modules of LETRS (Language Essentials for Teachers of Reading and Spelling).
- Greater emphasis was placed on reading and writing non-fiction. Research shows this is critical for Special Ed, LEP and poverty populations in general, but it is also essential for scoring high on the MSA. Upper elementary grade teachers received special training on teaching children to read non-fiction.
- Students are expected to read for half an hour daily to address the issue of low to no print materials at home. Students keep independent reading journals wherein they write about what they are reading in letter format. Teachers read and respond.
- Decision trees were created to determine reading intervention placements: phonics, comprehension, or both. Programs were evaluated and selected that best responded to student need (double dose, SOAR, Wilson, Foundations). Students reading significantly below grade level were provided with 45 minutes of extra reading daily. Constant fluency and comprehension assessments were administered. Regular data chats and biweekly communication logs kept communication strong between intervention teachers and classroom teachers.

Careful Monitoring of Mathematics Assessment

- The school developed its own MSA practice assessments based on the VSC and created monitoring tools that included item analysis information. Teachers then were furnished with Level 1, 2, 3 priority objectives for re-teaching, review, and as material to use for warm-ups.
- Each grade developed its own formative and summative assessments for VSC objectives. Each team met after each unit to analyze and plan for differentiated instruction that included both re-teaching and challenge items. Formative assessment data was discussed at weekly team meetings.
- BCR writing was embedded into the curriculum. Students wrote, received feedback on and rewrote BCRs

School-wide Planning Formats for Reading and Math

- Teachers at each grade level (includes special education and ESOL teachers who work at the grade level) meet twice a week and complete a template that ensures strong correlation between objectives, instruction and assessment.

- In addition, half-day, quarterly planning days will be implemented to ensure consistency and fidelity of the curriculum. Grade level teams are expected to meet approximately one week prior to the start of each quarter to develop long-range plans.
- Templates have been upgraded to include the ‘how’ and ‘why’ of each lesson and focus on differentiation. Templates are posted by each team on the school intranet and are monitored closely by administration.

Explicit Instruction on Behavioral Expectations/PBIS

- Students know and understand exact behaviors that are required of them.
- PBIS implementation was school-wide with high teacher buy-in. The school’s goal is to eliminate all suspensions and to foster good attendance. These goals have met with high success rate and could be even better.

Collaborative Teaching

- All special educators and ESOL students were fully included in classrooms. Schedules were developed that allowed teachers to team together in the classrooms. Parallel teaching was not encouraged. LEP and special education students had complete access to mainstream curriculum. Separate special education classrooms were eliminated.
- Research indicates that teaching LEP students in the mainstream is the most effective model.
- Collaborative teaching with Data Analysis has shown to be extremely successful with both Special Education and LEP populations

During the summer leadership team meeting, team members met and conducted a root cause analysis of our MSA math scores for the special education and African American sub-groups. Staff members stated the following possible root causes for these students not meeting proficiency, in addition to specific plans for addressing specific root causes:

Possible root cause	Plan to address to root cause
Is there inconsistent implementation of our full-inclusion model for ESOL and Special Education?	Expectations made clear to all staff regarding the full inclusion model – all ESOL and Special Education students are expected to remain in the classroom for instruction, except while students are receiving a specialized intervention program (i.e. Wilson, Soar to Success, etc.)
During planning, do we focus too much on the WHAT and not enough on the HOW and WHY of teaching?	Teachers are expected to discuss the ‘how’ and ‘why’ of their lessons during weekly team planning meetings; lesson plan template updated to include this piece as well; team leaders turn in long-range plans prior to the start of each marking period; quarterly grade level planning sessions have been reinstated using Title I funds
Is there a breakdown in communication among the different departments in the	Special Education and ESOL teachers are expected to meet with grade level teams during planning meetings. If they are unable to attend meetings, teachers are

school (classroom, ESOL, SPED, etc.)?	expected to review the team notes which are posted on our Highland Private folder.
Why do students seem to be lacking strong number sense?	Current Grade 2 students who were taught the EIC have demonstrated stronger number sense than students in the past;

Other Possible Factors

- Do students being instructed at their text level (i.e. differentiation) struggle on standardized tests when the text(s) are on grade level?
- Do we place too much emphasis on teaching to the test (e.g. MSA, Math Summative Assessments, etc.)?
- Does staff worry too much about summative and formative data presentations, rather than portraying a complete accurate picture of student progress?
- Are we researching new teaching methods to be applied with our struggling students?
- Do students receive too many interventions?

Faculty and Staff Focus

Highly Qualified Teachers Plan for Montgomery County Public Schools

Date: September 2011

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

Tasks	Office(s) Responsible	Time Line	Task Review Dates
1. Recruit and hire a cadre of certified and highly qualified teachers for Title I Schools	Office of Human Resources/Department of Staffing	Continuous	Monthly
2. Strive to fill vacancies from a broad-based and diverse candidate pool that includes balance in terms of gender, ethnicity, and experience	Office of Human Resources/Department of Staffing	August-June	April
3. Evaluate the credentials of applicants with experiences related to the needs of the students and conduct interviews by asking questions related to the needs of the students. Work cooperatively with principals to select applicants with the skills set that addresses the needs of the students Allow Title I principals to review new candidate files prior to other principals.	Office of Human Resources/Department of Staffing	November-April	Monthly; November-April
4. Provide consulting teachers to each first-year teacher as part of a comprehensive teacher induction program.	Office of Organizational Development	August-June	January and June
5. Assign a staff development teacher to all schools to ensure that staffs are supported in job-embedded professional development linked to the school improvement process.	Office of Organizational Development	August-June	January and June

Highly Qualified Teachers Plan for Montgomery County Public Schools

Date: September 2011

Tasks	Office(s) Responsible	Time Line	Task Review Dates
5. Assign a staff development teacher to all schools to ensure that staffs are supported in job-embedded professional development linked to the school improvement process.	Office of Organizational Development	August-June	January and June
6. Provide training to school teams on effective practices for coaching and supporting colleagues	Office of Organizational Development, Office of Curriculum and Instructional Programs	July-June	January and May
7. Provide job-embedded professional development linked to the School Improvement Plan <ul style="list-style-type: none"> • Gifted/Talented Teacher training • Math Content Coach training • Reading Specialist training 	Office of Organizational Development, Department of Curriculum and Instruction Reading Specialist MCC/GT Teacher	October-April	January-May
8. Although we have very few new staff members to Highland, the staff development teacher conducted an 'orientation' to the school and will meet with these teachers on an on-going basis. The staff development teacher, Reading Specialist, and Math Content Coach also attend weekly planning meetings and provide support to new teachers as needed.	Highland Staff – Staff Development Teacher (N. Hambrecht), Reading Specialist (M. Vaughan), Math Content Coach (S. Dorsey)	August – June	Monthly

Highly Qualified Teachers Plan for Montgomery County Public Schools

Date: September 2011

Tasks	Office(s) Responsible	Time Line	Task Review Dates
9. Provide best practices training for teachers of gifted and talented students.	Office of Organizational Development, Enriched and Innovative Instruction, Division of Title I Programs Gifted/Talented Teacher	August - May	September, November, January, and March

Highland houses the Kenwood Park Children's Center (KPCC) for its staff members. KPCC has provided quality childcare in Montgomery County, Maryland since 1986. KPCC offers a variety of program with flexible hours. The flexibility and convenience is very appealing to Highland staff. KPCC offers stability and longevity are the result of creative and artistic programming coupled with dedicated and loyal staff. Programs include: Preschool and Childcare for children ages two through four and Before-and-After Care for School Age children.

Professional Development

In writing the professional development, reading, writing, and math action plans for Highland Elementary School, it should be noted that the primary focus is on building staff capacity in the area(s) of reading, writing, and mathematics. While some of the items listed may seem broad in name, each session will be geared to promote student achievement for Hispanic students (a majority of who are limited English proficient) as they comprise 73.6% of the Highland school population. Highland will also provide ongoing staff development on the Positive Behavior Incentive System (PBIS) approach to schoolwide discipline. Training will be provided throughout the school year, during the school day, so that paraeducators can participate with teachers. Title I funds are used to procure substitutes for these sessions. Additional professional development goals are embedded in the reading and math action plan.

Highland is focusing its' efforts in the 2011-12 school year on the following objective:

Objective: Provide ongoing staff development opportunities related to successful implementation of new academic programs and materials, and the PBIS program for school-wide discipline.

Goal 1: Provide ongoing staff development for Kindergarten, Grade 1, and Grade 2 teachers on MCPS Curriculum 2.0

Goal 2: Provide ongoing staff development on the *Words Their Way* program to extend the staff's knowledge of the spelling program; including phonics, vocabulary, and word study

Goal 3: Provide ongoing staff development on effective and explicit writing instruction; including anchor papers, rubrics, graphic organizers, teacher modeling, and use of transition words

Goal 4: Provide ongoing staff development on implementing effective math instruction that meets the needs of all students; including math discourse, effective use of manipulatives, and meaningful independent learning centers

Goal 5: Provide ongoing staff development on the PBIS approach to school wide discipline

Goal 6: Grade level teams and departments will increase collaborative planning sessions in order to utilize ESOL and SPED best practices to better meet individual student needs, with a focus on collaborative teaching models

Goal 7: Provide ongoing staff development on effective STEM integration, including math and science integration, The 5 E's of Teaching Science, and technology through all content areas

Date: September 2011

**Highland Elementary School Grades K-5
Professional Development Plan 2011-2012**

Goal: Provide ongoing staff development opportunities related to successful implementation of new academic programs and materials, and the PBIS program for school wide discipline.

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Provide ongoing staff development for Kindergarten, Grade 1, and Grade 2 teachers on MCPS Curriculum 2.0	-Classroom teachers -Reading Specialist (M. Vaughan) -Math Content Coach (S. Dorsey) -Staff Development Teacher (SDT) – (N. Hambrecht)	-Manipulatives to support curriculum -Texts to support curriculum	-MCPS created Math formatives(K-2) and school created summative data (K-2) -MCPS and school created formatives (Gr.3-5) and MCPS created summatives (Gr. 3-5) -School created Reading formative and summative data	-Spring '12 -Principal (S. Steffan) -Assistant Principal (M. Piket)	
Provide ongoing staff development on the <i>Words Their Way</i> program to extend the staff's knowledge of the spelling program; including phonics, vocabulary, and word study	-Classroom teachers -Special Education Teachers -Reading Specialist -SDT	- <i>Words Their Way</i> program	-Staff Survey (Fall & Spring) -Student Spelling data (Spring '09 & Spring '10) -Peer Walk Through data	-Spring '12 -Principal -Assistant Principal -Reading Specialist -SDT -Classroom teachers	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Provide ongoing staff development on effective and explicit writing instruction; including anchor papers, rubrics, graphic organizers, teacher modeling, and use of transition words	-Classroom teachers -Special Education teachers -Reading Specialist -SDT	-writing prompts -anchor papers -rubrics -graphic organizers	-Staff Survey (Fall & Spring) -Student Writing data -Peer Walk Through data	-Spring '12 -Principal -Assistant Principal -Reading Specialist -SDT -Classroom teachers	
Provide ongoing staff development on implementing effective math instruction that meets the needs of all students; including math discourse, effective use of manipulatives, and meaningful independent learning centers	-Classroom teachers -Special Education teachers -Math Content Coach -SDT -Math Focus Teacher (B. Freiss)	-Harcourt Curriculum -MCPS Curriculum -Math manipulatives	-Staff Survey (Fall & Spring) -Peer visit data	-Spring '12 -Principal -Assistant Principal -Math Content Coach -SDT -Classroom teachers	
Provide ongoing staff development on the PBIS approach to school wide discipline	-Administrators -Classroom Teachers -School Counselor (C. Thompson) -PBIS coaches	-S.W.I.S.S. database -Funds for PBIS materials	-Student suspension data -Office Referral data -Climate Survey results	-Quarterly at BGS IPT meetings -Team Members	

<p>Grade level teams and departments will increase collaborative planning sessions in order to utilize ESOL and SPED best practices to better meet individual student needs, with a focus on collaborative teaching models</p>	<ul style="list-style-type: none"> -Administration -Classroom Teachers -SPED Teachers -ESOL Teachers -Reading Specialist -Math Content Coach -SDT 	<ul style="list-style-type: none"> -Grade and department level agendas -Planning templates -Collaborative teaching resources -1/2 planning sessions for long range planning 	<ul style="list-style-type: none"> -K-2: MCPS Math formatives and Highland summatives -Gr. 3-5 MCPS and Highland formatives; MCPS summatives -K-5 Highland created Reading formative and summatives -Quarterly Data Dialogues -TN2 (grade 2) -MSA (grades 3-5) 	<ul style="list-style-type: none"> -Principal -Assistant Principal 	
<p>Provide ongoing staff development on effective STEM integration, including math and science integration, The 5 E's of Teaching Science, and technology through all content areas</p>	<ul style="list-style-type: none"> -SDT -Math Content Coach -Classroom Teachers 	<ul style="list-style-type: none"> -STEM information -Web links/resources in MCPS curriculum 	<ul style="list-style-type: none"> -Science MSA-grade 5 - K-2: MCPS Math formatives and Highland summatives -Gr. 3-5 MCPS Math and Highland formatives; MCPS Math summatives -K-5 Highland created Reading formative and summatives 	<ul style="list-style-type: none"> -Spring '12 -Principal -Assistant Principal -SDT -Math Content Coach 	

The Consulting Teacher Program: The MCPS-funded Consulting Teacher Program is administered by the Office of Organizational Development. Consulting teachers support new teachers and underperforming teachers. The Consulting Teacher Program and the role of the consulting teachers are complementary to the role of administrators. Consulting teachers are experienced MCPS teachers who are selected by the Peer Assistance and Review (PAR) panel. They are chosen through a rigorous application process that ensures they are outstanding teachers and are able to communicate their knowledge and strategies about best practices to adult learners. Consulting teachers are provided with extensive training, beginning with Observing and Analyzing Teaching course (OAT) designed by Research for Better Teaching. Training also includes an understanding of counseling services such as Employee Assistance and the psychology of working with adults and changing adult behavior. Consulting teachers:

- assigned a maximum case load of 16 teachers. The caseload will consist of a combination of under-performing teachers and teachers new to teaching.
- selected by and are accountable to the PAR Panel
- conduct a minimum of two observations per semester (with a goal of six on average per year)
- assist teachers new to teaching through conferences, demonstration lessons, team teaching, observations
- submit report to the PAR Panel on each non-tenured teacher (This report will be considered by the PAR Panel, along with the new teacher's evaluation written by the principal.)
- participate in planning and delivery of new teacher training

Each Title I school has been assigned a staff development teacher, a math content coach, and a gifted and talented teacher. These positions support:

- job-embedded training
- school culture focused on continuous improvement
- professional community of adult learners
- curriculum planning and implementation

Research has shown that a strong professional learning community allows teachers to adapt more successfully to the needs of a diverse and demanding student population. These positions support both new and experienced teachers in all phases of the professional growth cycle.

Schoolwide Reform Strategies

**Highland Elementary School
Reading Action Plan
2011-2012**

Goal: By implementing the following action steps, students at Highland Elementary will have met the following performance targets by the end of the 2010-2011 school year:

- 95% of students in each subgroup “proficient” or “advanced” in reading on the MSA
- 75% of students in each subgroup “advanced” in reading on the MSA
- 75% of students in each subgroup at or above 50th percentile on “reading” subtest of TN2
- 50% of students in each subgroup at or above 70th percentile on “reading” subtest on TN2
- 90% of students in each subgroup at or above grade level reading benchmarks, as measured by mClass
- 75% of students in each subgroup above grade level reading benchmarks, as measured by mClass

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Grades K-3 teachers will utilize strategies and materials from the <i>Foundations</i> Reading Intervention program to diagnose and improve phonics instruction for students	-Classroom Teachers -Special Education Teachers (S. Wells, A. Tobin, M. Dickson, C. Gaita) -Reading Specialist (M. Vaughan)	- <i>Foundations</i> program	-mClass -DIBELS -Running Records -TN2 (2 nd grade) -MSA (3 rd grade)	-Benchmark Dates -Benchmark Dates -Monthly -Spring, '12 -Spring, '12 *Principal *Assistant Principal *Reading Specialist	
Grades 3-5 teachers will utilize strategies and materials from <i>Wilson</i> Reading Intervention program to diagnose and improve phonics	-Classroom Teachers -Special Education Teachers -Reading Specialist	- <i>Wilson Reading</i> program	-mClass -Running Records/QRI -MSA (3 rd -5 th Grade)	-Benchmark Dates -Monthly -Spring, '12 *Principal *Assistant Principal *Reading Specialist	

instruction for students					
Grades K-5 teachers will implement <i>Words Their Way</i> word study program to diagnose and improve phonics, vocabulary, and word study instruction for students	-Classroom Teachers -Special Education Teachers -Reading Specialist	- <i>Words Their Way</i> program	-mClass -DIBELS -Running Records/QRI -TN2 (2 nd grade) -MSA (3 rd -5 th Grade)	-Benchmark Dates -Benchmark Dates -Monthly -Spring, '12 -Spring, '12 *Principal *Assistant Principal *Reading Specialist	
Grades K-5 teachers will utilize texts and resources from the <i>Junior Great Book Series</i> and <i>William & Mary</i> for on and above grade level readers to promote critical thinking skills and increase student interest in literature	-Classroom Teachers -Special Education Teachers -Reading Specialist	- <i>Junior Great Books</i> program	-mClass -DIBELS -Running Records/QRI -TN2 (2 nd grade) -MSA (3 rd -5 th Grade) -Student Surveys	-Benchmark Dates -Benchmark Dates -Monthly -Spring, '12 -Spring, '12 -Mid-Year *Principal *Assistant Principal *Reading Specialist	
Grades 3-5 teachers will monitor students' reading progress using the Fountas & Pinnell Reading Assessment Kits	-Classroom teachers -Reading Specialist	<i>Fountas & Pinnell Kits – Gr.3-5</i>	Running records	Administration Reading Specialist Quarterly	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Grades K-5 teachers will utilize rubrics, anchor papers, and graphic organizers to model and scaffold the steps of the writing process with a focus on the six traits.	-Classroom Teachers -Special Education Teachers -ESOL Teachers (M. Glenshaw, J. Goldreich, D. Jensen, M. Lee, S. Miranda, M. Nieves, S. Vasilios, A. Casey) -Reading Specialist	-Reading and Writing, Grade by Grade: Primary Literacy Standards for Kindergarten through third grade (book and CD)	-mClass -TN2 (Grade 2) -MSA (3 rd -5 th Grade) -MAP-R (3 rd -5 th Grade)	-1 to 2 projects per quarter	
Grades 3 -5 teachers will utilize <i>Reading Finish Line</i> practice test materials to provide students with the opportunity to develop and practice test-taking skills	-Reading Specialist	-Finish Line materials	-MSA (3 rd -5 th Grade)	-Spring, '12 *Principal *Assistant Principal *Reading Specialist	
Grades K-5 teachers will utilize strategies from the Jan Richardson training to improve small group reading instruction	-Classroom Teachers -Reading Specialist	-Jan Richardson templates -Jan Richardson's book <u>The Next Steps in Guided Reading</u>	-Guided reading binders	-On-going -Reading Specialist -Principal -Assistant Principal	

<p>Reading intervention teachers will work with small groups of identified students</p>	<ul style="list-style-type: none"> -Intervention Teachers -Reading Specialist 	<ul style="list-style-type: none"> -Decision trees -Communication logs -Data dialogues 	<ul style="list-style-type: none"> -Communication logs -Data dialogues -SOAR and Foundations assessments 	<ul style="list-style-type: none"> -Monthly check of communication logs -Quarterly data dialogues -On going SOAR and Foundations Assessment 	
<p>Grades 3-5 teachers will utilize Reader's Notebooks to promote and monitor independent reading</p>	<ul style="list-style-type: none"> -Classroom Teachers 	<ul style="list-style-type: none"> -Reader's Notebooks -Teacher created checklists and rubrics 	<ul style="list-style-type: none"> -Reader's Notebooks -Teacher created checklists and rubrics -Scores on rubrics 	<ul style="list-style-type: none"> -Weekly checklist -Bi-monthly rubrics with specific teacher feedback 	
<p>Grade level teams and departments will increase collaborative planning sessions in order to utilize ESOL and SPED best practices to better meet individual student needs</p>	<ul style="list-style-type: none"> -Administration -Classroom Teachers -SPED Teachers -ESOL Teachers -Reading Specialist -Math Content Coach -SDT 	<ul style="list-style-type: none"> -Grade and department level agendas -Planning templates -Collaborative teaching resources -1/2 planning sessions for long range planning 	<ul style="list-style-type: none"> -School created Formative and summative assessments (K-5) -Quarterly Data Dialogues -TN2 (grade 2) -MSA (grades 3-5) 	<ul style="list-style-type: none"> -Principal -Assistant Principal 	

Date: September 2011

**Highland Elementary School
Schoolwide Behavioral Action Plan
2011-2012**

Goal: By implementing the following action steps, students at Highland Elementary will be able to meet the following performance targets by the end of the 2011-2012 school year:

-99% of students in each subgroup will have received no suspensions for behavior infractions

-95% of students in each subgroup will have received no major office referrals for behavior infractions

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Reward and recognize positive student behavior through the PBIS (Positive Behavior Interventions & Supports) initiative	-PBIS Team	-Funding & materials for student and staff incentives	-SWIS office referral data (major & minor) -MCPS suspension rate data	-Quarterly *Principal *Assistant Principal *PBIS Team	

**Highland Elementary School
Mathematics Action Plan
2011-2012**

Goal: By implementing the following action steps, students at Highland Elementary will be able to meet the following performance targets by the end of the 2011-2012 school year:

- 95% of students in each subgroup “proficient” or “advanced” in mathematics on the MSA
- 75% of students in each subgroup “advanced” in mathematics on MSA
- 90% of students in each subgroup at or above 50th percentile on “math” and “math computation” subtests of TN2
- 75% of students in each subgroup at or above 70th percentile on “math” and “math computation” subtests of TN2
- 55% of students in each subgroup successfully completing Math 6 course by the end of 5th grade

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Implement peer visits to observe <i>best practices</i> during math instruction (collaborative teaching, use of formative assessments to differentiate instruction, etc.)	-Math Content Coach (S. Dorsey) -SDT	-Observation criteria, - Look-for sheet(s) -Substitute coverage	-Formal & informal classroom observations of <i>best practices</i>	-Quarterly *Principal *Assistant Principal	
Implement <i>Fastt Math</i> program to support student proficiency of basic facts in grades 3 – 5	-Math Content Coach -Math Support teacher -Classroom teachers	- <i>Fast Math</i> program	-TN2 (Math Computation) -MSA (3 rd -5 th Grade) -- K-2: MCPS Math formatives and Highland summatives -Gr. 3-5 MCPS Math	-Each MCPS math unit *Principal *Math Content Coach *Assistant Principal	

			and Highland formatives; MCPS Math Summatives		
Grades 3-5 teachers will utilize <i>Finish Line</i> test practice materials to provide students with the opportunity to develop and practice test-taking skills	-Math Content Coach	- <i>Finish Line</i> materials	-MSA (3 rd -5 th Grade)	-Spring, '12 *Principal *Assistant Principal *Reading Coach *Math Content Coach	
Implement 1.2 Math Support Teacher positions to provide intervention and acceleration for mathematics students in grades 2-5 (reduced class sizes in grades 3 and 5)	-Math Support Teacher -Math Content Coach	-Title I funds	-TN2 Math - K-2: MCPS Math formatives and Highland summatives -Gr. 3-5 MCPS Math and Highland formatives; MCPS Math Summatives -Enrollment and successful completion in advanced math classes (grades 2-5)	-Each MCPS math unit *Principal *Math Content Coach *Assistant Principal	
Grades K-5 teachers will utilize Math Interventions Building Number Power to support students with targeted math instruction	-Classroom teachers -Special education teachers -ESOL teachers -Math Support	-Math Intervention Building Number Power books	TN2 math MSA Math - K-2: MCPS Math formatives and Highland summatives -Gr. 3-5 MCPS Math and Highland	-Each MCPS math unit -Principal -Assistant Principal -MCC	

	teacher -Math Content Coach		formatives; MCPS Math Summatives		
Grade 2 will utilize Origo math as a step-by-step computation intervention	Math Support teacher	Origo math	TN2 Formative & Summative Assessments	-Each MCPS math unit -Principal -Assistant Principal -MCC	
Grade level teams and departments will increase collaborative planning sessions in order to utilize ESOL and SPED best practices to better meet individual student needs	-Administration -Classroom Teachers -SPED Teachers -ESOL Teachers -Reading Specialist -Math Content Coach -SDT	-Grade and department level agendas -Planning templates -Collaborative teaching resources -1/2 day planning sessions for long range planning prior to teach quarter	-- K-2: MCPS Math formatives and Highland summatives -Gr. 3-5 MCPS Math and Highland formatives; MCPS Math Summatives -Quarterly Data Dialogues -TN2 (grade 2) -MSA (grades 3-5)	-Principal -Assistant Principal	

Scientificallly-based research school-wide reform strategies are incorporated into the school improvement plan:

Early Success Initiative:

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

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

Harcourt Math:

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

The William and Mary Reading/Language Arts Program:

The program was developed by the Center for Gifted Education at the College of William and Mary specifically to meet the needs of high ability students. The program includes a series of curriculum units designed to challenge students to read advanced texts and perform a variety of tasks. The literature and tasks increase in complexity as students move from one grade to the next. Through consistent use of the curriculum's specific teaching models, students build competence in reading, writing and thinking. In class the students read and discuss short pieces of literature – poems, short stories, speeches, and essays. They keep a response journal to clarify thinking and to help prepare for written and oral assignments. Students respond to the literature and think critically about it by analyzing ideas, vocabulary, and structure. The units include reading and research activities that require work outside of class, and students may need support in the classroom and at home. Instruction focuses on active learning, problem solving, research, and critical thinking. In addition to receiving direct instruction, students are encouraged to work individually and in small groups. The use of rubrics to

evaluate work is a strong component. A pre/post-test assesses progress made in the areas of literature, grammar and writing; students maintain a writing portfolio that documents growth in writing; and a number of projects are assessed through three perspectives – self, peer, and teacher. In MCPS highly able students participate fully in the William and Mary Curriculum. Instruction includes the sequence of lessons and full integration of the reasoning and research components. Jacob’s Ladder Reading Comprehension Program is used in coordination with this program to provide instructional scaffolding for students through the use of targeted readings from different genres. This program enables students to move through an inquiry process progressing from basic understanding to critical analysis of text. All students in MCPS participate in partial implementation of the William and Mary Curriculum through consistent application of the teaching models along with selected readings and lessons from the units.

Program of Assessment, Diagnosis and Instruction (PADI):

The program focuses on early recognition of intellectual potential. It is designed to promote the academic and critical thinking skills of students in Title I schools. A diagnostic battery that focuses on reasoning, problem solving, and creativity is administered to all kindergarten and/or Grade 1 students. Once this potential is recognized, teachers are trained to nurture and extend the abilities of these students. Students routinely participate in strategies that are cognitively challenging. Students become more effective learners as a result of this instruction.

FASTT Math

This program was developed by Tom Snyder Productions to serve as a research based intervention to assist students in their mastery of basic computation skills. This is a computer based program that provides students with varied modes of practice using all basic operations. Student progress is monitored and recorded so students and teachers can gauge progress and achievement.

Calendar Math:

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

Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction

This program provides a practical way to study words with students and is based on invented and developmental spelling research. The framework of this program is keyed to the five stages of spelling or orthographic development.

The Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL) – Extended Year program is designed to provide additional instruction in reading/language arts

and mathematics to entering kindergarten through Grade 5 students in our school. Specifically, the ELO-SAIL program seeks to:

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

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

The ELO-Extended Day program is the after school component of the ELO Initiative. It is designed to provide intervention and accelerations programs that support students throughout the school year. Students will participate in the research-based program, Math Achievers.

The following school-based proposals will be implemented to foster critical thinking skills, and support homework success for identified students:

- Students in grades 2-5 will, through self-selection, participate in after school clubs to learn how to play selected educational games and chess. Research shows that students who develop thinking skills, executive planning skills and math computation skills through games are more successful in test taking forums.
- To provide homework support for those students who are demonstrating difficulty in completing homework assignments as reported on the MCPS report card.
- Identified students, based on past MSA and TN2 scores, have been invited to participate in a before school program with their parents. This program provides instruction in reading and math test-taking strategies that will be reinforced in activities completed with parent support at home.

Additional federal, state, and local grant funds and resources are used to support the implantation of this plan:

- **21st Century Community Learning Center Grant** monies will be used to fund cultural arts enrichment activities for students in Grades K-5. These programs will take place during the summer. By offering an afternoon arts and recreation program, more students are able to attend the morning summer school program.
- Furthermore, the school will continue to create partnerships with local businesses that will include weekly mentoring of at-risk students, classroom volunteers, and donation of school supplies for needy children

- **Full-Day Head Start Initiative**

Head Start is a prekindergarten program for children disadvantaged by poverty. It promotes school readiness by enhancing cognitive and social development. Head Start also provides educational, health, nutritional, social and other services to enrolled children and families. The extended time provided by the full-day program provides a number of additional opportunities for learning, including more math and literacy instruction; additional art, music, and physical education; and extended opportunities for social interaction and oral language and vocabulary development.

Commitment of Title I funds for professional development

The Division of Title I Programs provides the technical assistance for Montgomery County Public Schools regarding Title I regulations and implementation of programs. There are five specific areas in which the division provides technical assistance and support for program implementation to schools.

- Implement Title I mandates of the Elementary and Secondary Education Act, No Child Left Behind Act (NCLB) of 2001, especially as it relates to:
 - a) Title I enrollment option
 - b) Homeless, neglected, delinquent, and nonpublic programs
 - c) Highly qualified staff/professional development
 - d) School-wide programs/School improvement plans
 - e) Family Involvement
- Work with school-wide program schools to plan and implement a comprehensive school improvement process.
- Support schools in the design and delivery of research-based instructional practices and the implementation of new curriculum.
- Assist school personnel in assessment, data collection, and analysis of formal and informal data for use in targeting and monitoring the effectiveness of academic interventions.
- Collaborate in the development of personalized family involvement policies designed to support individual student achievement.

Montgomery County Public Schools provides assistance to local schools in implementing the school system curriculum:

- Support schools in the delivery and implementation of the math curriculum.
- Assist school staff in the implementation and training of the core reading curriculum.
- Provides assistance in the planning of instruction for ESOL students.
- Support school in the implementation and planning of instruction for special education students.
- Provides guidance and assistance in analyzing and monitoring data to plan for instruction that will improve student achievement.

The Maryland State Department of Education provides technical assistance to schools in need of improvement through the following ways:

- Identifies schools in need of improvement based on state assessments
- Monitors progress of Title I schools
- Reviews Bridge to Excellence master plan
- Provides guidance and technical assistance concerning NCLB Act
- Provides both financial and information resources for schools
- Approves providers for supplemental educational services
- Assists schools in creating programs related to NCLB Act (i.e., school wide program, parent school choice, supplemental educational services, comprehensive school reviews).

Family Involvement

Parental Involvement

Communication to parents is provided in various formats. Communication regarding improvement identification is provided to parents through joint efforts of several offices in the school system. Letters regarding improvement status are mailed to all enrolled students homes in English and Spanish. Every effort is made to have this information translated in other languages as needed and is included in the school newsletter as well.

Highland has a Parent Community Coordinator who plans and implements parent meetings and trainings on curriculum, testing, and other topics as requested by the parents. This outreach effort has been successful in involving parent participation in the school's volunteer program as well as an aid to helping the parents complete MCPS forms. The parent resource room provides referrals to the Linkages Program that is housed in the school.

Parent/Family Involvement Committee Members:

Administration and Teachers

Scott Steffan, Principal

Michelle Picket, Assistant Principal

John Alcoba, Parent Community Coordinator

Natalie Thomas, Title I Instructional Specialist

Adrienne Gadoci, Grade 5 Teacher

Mara Glenshaw, ESOL Teacher

Courtney Lust, School Counselor

Brian Freiss, Math Support

Alvaro Ortiz, Linkages to Learning

Claire Swenson, Grade 4 Teacher

Parents

Mara Espada

Rosa Calderon

Doris Armas

Sonia Hernandez

Meeting Dates:

October 20, 2011	January 19, 2012
March 29, 2012	June 7, 2012

Highland 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.

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

Part I: General Expectations for Parent Involvement

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

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

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

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

- **Coordination and Support**

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

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

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

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

- **Providing Assistance and Training**

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

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

- **Ensuring Accessibility**

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

- **Building Capacity for Parental Involvement**

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

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

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

The Title I office participates on each school’s Family Involvement Committee that meets monthly and includes staff and parents. These Committees meet to plan and develop professional development for school staff to work as equal partners with parents and to enhance parent outreach and communication between home and school.

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

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

The Title I instructional specialists from the Division of Title I Programs participate on each school's Family Involvement Committee that includes staff and parents. These committees meet regularly to ensure that parents receive training to support their children's progress at home. (Section 1118, e-3)

- **Integration with Other Programs**

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

- **Parent Involvement Activities**

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

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

- **Parental Input on the Title I Parent Involvement Plan**

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

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

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

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

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



General Requirements

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



Building Capacity

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



Accessibility

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



Parent Information Resource Center (PIRC)

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

Highland Elementary School 2011-2012 Parent Involvement Action Plan

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

The term "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling.

Highland Elementary School 2011-2012 Parent Involvement Action Plan

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
7. Provide training to staff on the importance of family involvement and effective practices in conducting parent-teacher conferences	Staff Development Teacher Title I Specialist	Research articles Handouts	SANE	Mid November Title I Specialist	
8. Work with other agencies and programs that support parental involvement	PCC School Counselor Administration Teachers	Contact person at the agency/program	Flyers Meeting notes	Ongoing PCC School Counselor	
9. Communicate information to parents about school programs, meetings, and other activities in multiple languages as appropriate. (i.e., school newsletters, flyers, meeting notices, Connect-Ed phone calls etc.)	Administration School secretary Teachers PCC DFCP Title I Specialist	Interpreter Language Line School newsletters Notices ConnectEd School website	Newsletters Notices Handouts to parents ConnectEd	Ongoing Title I Specialist	
10. Provide reasonable support so parents may participate in school activities as much as possible (i.e., transportation, babysitting)	Administration PCC Title I Specialist	PTA Interpreter Translation Equipment PIC Babysitters	SANE Flyers	Ongoing PIC Title I Specialist	
11. Increase parental involvement by hosting family-friendly school events (ie. Community Picnic) and PTA meetings by conducting PTA meetings in the morning to allow more parents to attend the meetings	Administration PTA	Interpreter Childcare Resources for picnic (pizza, DJ)	SANE Connect-Ed Flyers	Monthly meetings by PTA Ongoing	Number of attendees at PTA and school sponsored events
Accessibility					
12. Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless	Administration School Counselor PCC Title I Specialist	Interpreter Translation Equipment School Counselor ESOL teachers	SANE Flyers	Ongoing PIC Title I Specialist	
Other					
13. Inform parents about the MarylandParentInformationResourceCenter	PCC Title I Specialist	Flyers School website	Newsletters	November 1 Title I Specialist	

14. Involve parents as active participants in the planning, review, and revision of the School Improvement Plan.	Administration PCC Title I Specialist	Accessible schedule Interpreter	SANE	June-September Review due quarterly to OSP	
15. Involve parents in PBIS monthly initiatives	PBIS team Administration PCC	Coordinate with PCC	attendance at PBIS planning meetings and events	Monthly	

2011-2012 Highland Elementary School – Parent Compact

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

Shared Responsibilities for:	School Staff	Parent	Student
High quality curriculum and instruction	<p>As a school, we expect all students to meet or exceed the MCPS grade level standards and the Maryland Voluntary State Curriculum (VSC). We will:</p> <ul style="list-style-type: none"> • review assessment results to determine strengths and needs of students • use the MCPS curriculum to plan instruction that will improve students’ academic performance • give students and parents timely feedback and opportunities to show what they know 	<p>As a parent, I will support education and believe that my child can reach high goals. I will:</p> <ul style="list-style-type: none"> • talk to my child about what is happening in school and about the importance of working hard in school • make sure my child goes to school every day on time • make sure my child does homework and schoolwork regularly 	<p>As a student, I will do my best and work hard. I will:</p> <ul style="list-style-type: none"> • come to school on time prepared to learn • pay attention in class and ask questions when I don’t understand • complete all of my assignments • follow the rules of the school
Parent-teacher conferences	<p>As a school, we will:</p> <ul style="list-style-type: none"> • hold at least one parent-teacher conference annually • assist parents in learning about ways they can help their children with homework and learning 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend at least three meetings about what my child is learning • ask questions about how I can help my child at home 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • know what is expected of me in all of my subjects • talk to my family about things I am learning in school
Communication/frequent progress reports	<p>As a school, we will:</p> <ul style="list-style-type: none"> • communicate with families about high academic standards, student progress and the school’s overall performance • communicate with families in a language that they can understand, when possible • communicate with parents and students about academic progress and behavior through interims, report cards and parent-teacher conferences • provide frequent communication through announcements, newsletters, and the school website to keep families informed of upcoming events 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend Back-to-School events, parent-teacher conferences and other school-sponsored programs • communicate any concerns about my child’s learning • tell the teacher or school when I do not understand something that is sent home 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • talk to my family about things I like about school • ask my teacher for help when I have problems with my schoolwork/homework • share all schoolwork and notices with my family

2011-2012 Highland 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.

Accessibility	<p>As a school, we will:</p> <ul style="list-style-type: none"> • provide reasonable access to the school staff by phone call, email, or parent-teacher conference • make the school a friendly place for parents to meet, talk, and learn about their child’s education 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend PTA meetings, parent trainings, and other special activities at least three times during the year • ensure that the school will be able to reach me at any time • provide updated contact information 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • help other students • respect all students and adults
Opportunities to be involved/volunteer	<p>As a school, we will:</p> <ul style="list-style-type: none"> • encourage all families to volunteer and be involved in the school • provide parents with opportunities to give input about the school climate and instructional program through the School Improvement Team, the Parent Involvement Committee and school surveys • encourage parents to participate in their child’s education through PTA events, Curriculum Nights, conferences, and volunteering 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • volunteer for at least one activity during the school year(helping in the classroom, supporting special activities at school, chaperoning a field trip) • join school committees, such as the Parent Involvement Committee or the School Improvement Team 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • get involved in projects that will help my school and community

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

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

Ensuring that underperforming students reach proficient or advanced

To ensure that students in all subgroups sustain proficient or advanced levels, Highland has the following monitoring systems in place to address the needs of all students. Each of the documents attached to this portion of the SIP are posted on the school's t-shared panel. Classroom teachers record student scores on these documents, which are then input to an Excel Database for reading and an Excel Database for math. After teachers input all of their formative data onto t-shared, for a specific unit, those scores are computed into a mean average, which in turn determines student proficiency levels. These proficiency levels, for the most part, are pre-determined by MCPS. For example, the data for running records is reported out on the quarterly benchmarks for each grade level. In cases where MCPS has not determined specific proficiency levels, administration, in conjunction with the BGS IPT, determine those at the local school level. For example, math data is reported out by units. Each student is then assigned a score of Basic (0-69%), Proficient (70-89%) or Advanced (90-100%) based on the mean average of their scores throughout the unit. The same process is used for formative and summative reading data, with the exception of running records, which are recorded out as Above Grade Level, On Grade Level, or Below Grade Level, as pre-determined by MCPS. Once the data for specific quarters or units has been input into Excel, a staff member disaggregates that data according to the critical sub-groups at Highland (All, FARMS, LEP, Hispanic, African-American, and Special Education, and this year an additional sub-group was created for 'red zone' students). Grade level team leaders then share, review, and analyze the data with their team members, and at the regularly scheduled BGS IPT meetings. The purpose for these data reviews is, not only, to determine specific trends or patterns within instructional units and/or specific sub-groups, but more importantly, to determine how to best support those students or student groups who are not meeting school-wide and/or system-wide performance targets.

Sample Grade 5 Quarter 1 formative reading assessment monitoring

ID #	Last	First	Indicator	3.5.A.3.a	3.5.A.3.b	3.5.A.6.a			
				Identify and use structural features to distinguish among types of narrative text 9/12	Identify and explain the conflict and the events of the plot. 9/19	Identify and explain main ideas and universal themes 9/25		point total (out of)	percentage
			Lesson #	Lesson 2	Lesson 4	Lesson 5			
			How	321	GO	BCR			
			Points	6	5	3	14	100%	

Sample Grade 3, Unit 3 math formative assessment monitoring

Teacher:	MSA	MSA		MSA	Total Points	Percentage Mastered
Date:	6.3.6.1	6.3.5.4		6.3.4.3		
	model and use the identity and commutative properties for add and mult to solve problems	model and explain division in a variety of ways, including repeated subtraction, rectangular arrays, and by its inverse relation to mult		demonstrate mastery of mult facts for 0, 1, 2, 5, 10		
Possible Points	2	3	5	12	22	100%
	2	3	3	12	20	91%
	2	3	5	12	22	100%
	2	3	5	12	22	100%
	2	3	5	12	22	100%
	2	3	4	12	21	95%
	2	3	4	10	19	86%
	2	3	3	12	20	91%
	2	3	4	12	21	95%
	2	3	3	12	20	91%
	2	3	3	12	20	91%

Sample Guided Reading Group Progress Chart

Please complete this chart by each monthly due date. Enter the due date in the box that shows the level of text the student is reading with 90% accuracy or better and has demonstrated comprehension of the text read.

School: **Highland Elementary**

Grade/Teacher:

Text Level	n/a	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<i>Name/Student number</i>															

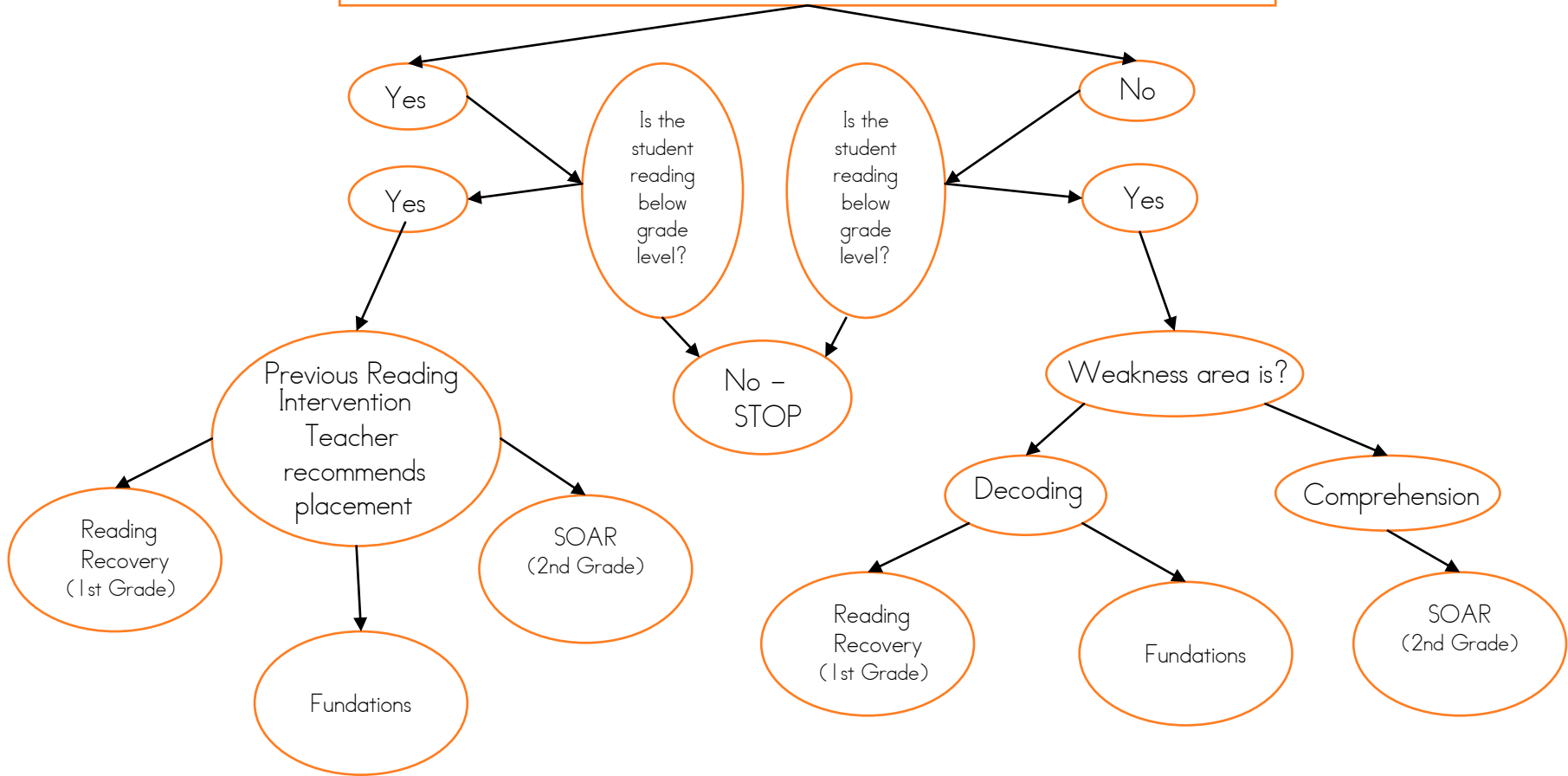
Grade Level Meetings for Reading Interventions

Grade level teams and the Reading Specialist identify students for reading interventions using the following decision tree. Based on the reading needs of the students, the best program is selected for reading intervention instruction. Interventions are discussed during team meetings and data dialogs with administrators, teachers, and reading intervention staff. Data points from DIBELS, formative assessments and student class work are taken into consideration to guide the intervention discussion.

Reading Intervention Decision Tree
For Students Entering Grades K-2

Answer the questions below to determine which students should be in intervention.

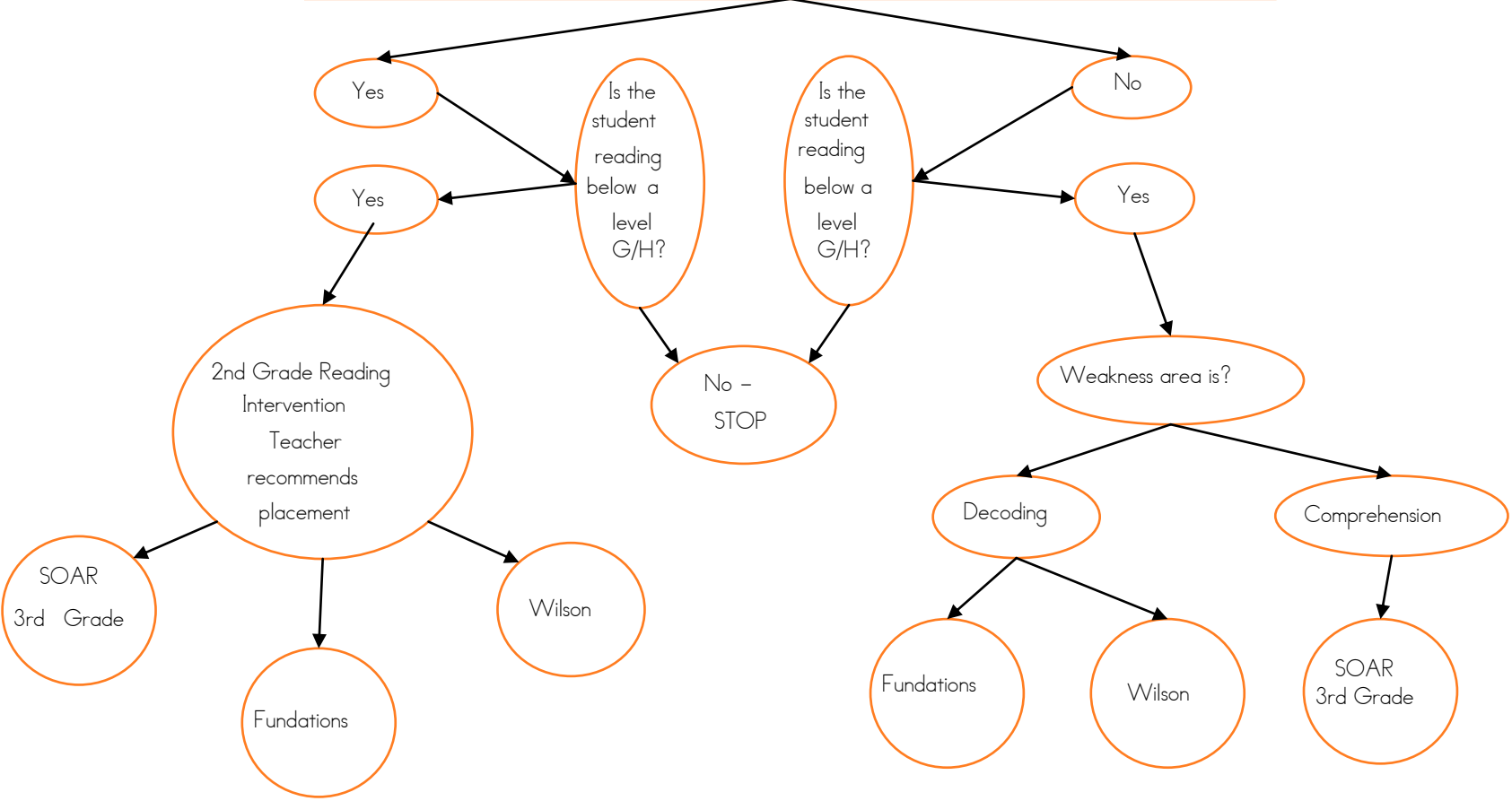
Was the student in intervention last year?



Reading Intervention Decision Tree
For Students Entering Grade 3

Answer the questions below to determine which students should be in intervention.

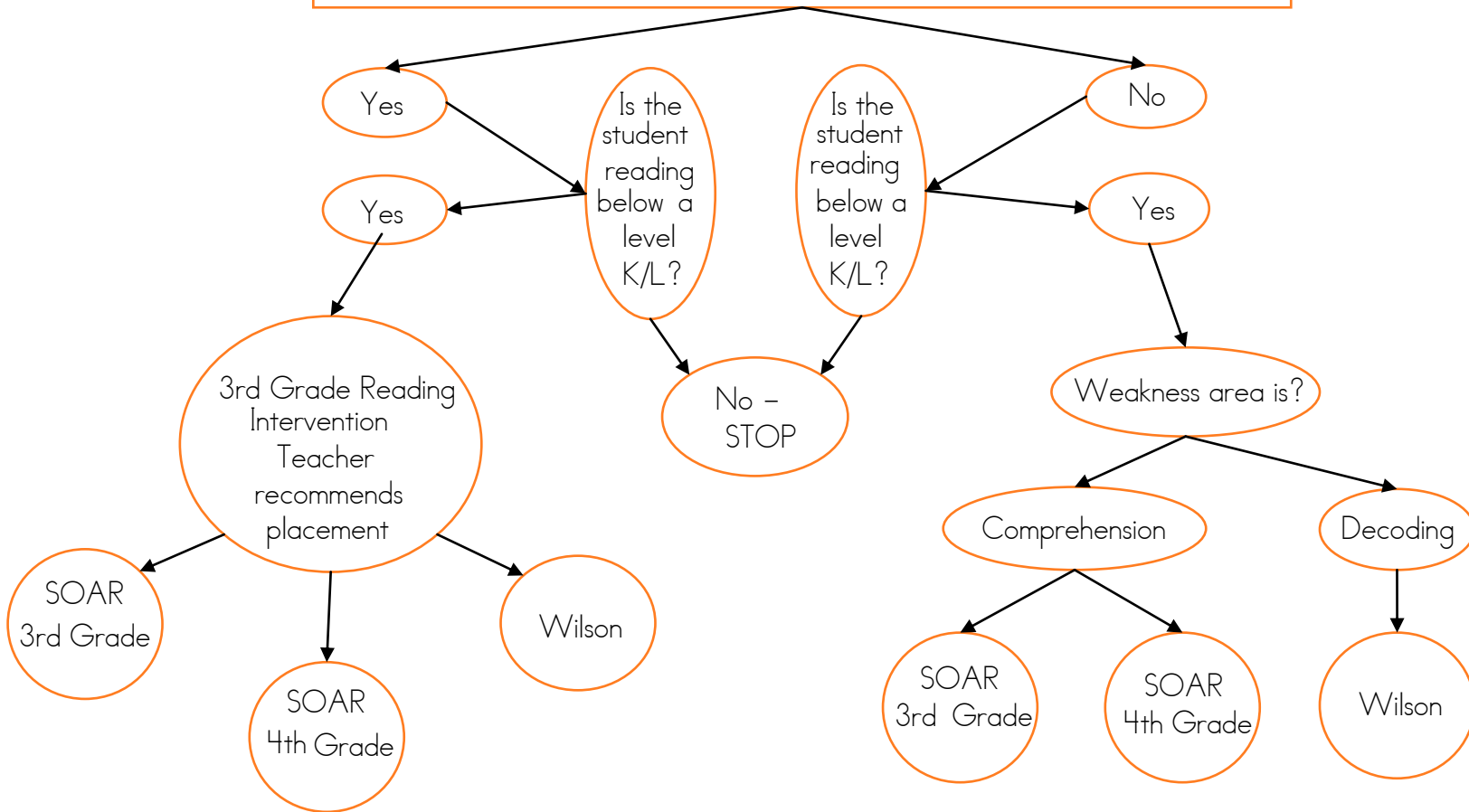
Was the student in intervention last year?



Reading Intervention Decision Tree
For Students Entering Grade 4

Answer the questions below to determine which students should be in intervention.

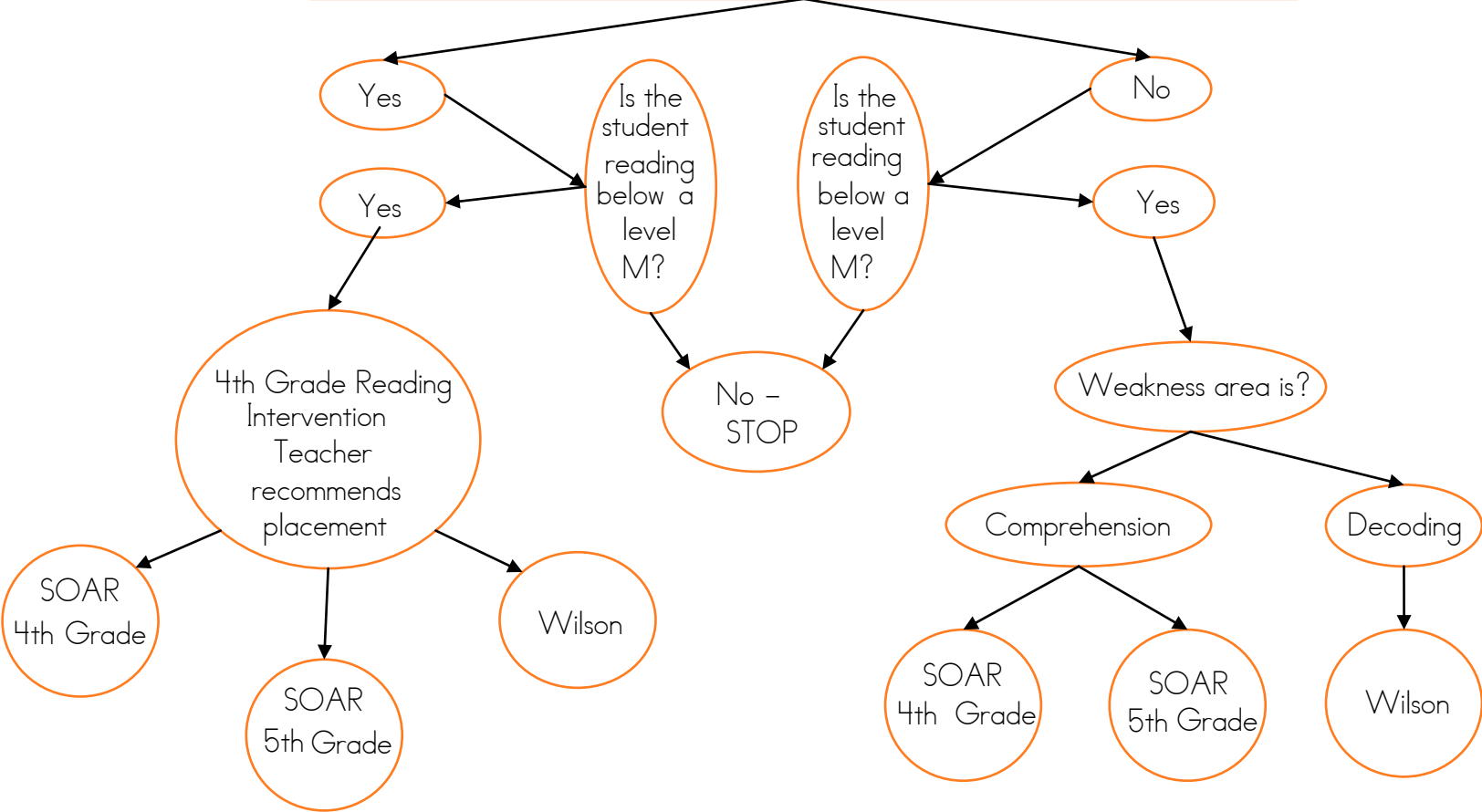
Was the student in intervention last year?



Reading Intervention Decision Tree
For Students Entering Grade 5

Answer the questions below to determine which students should be in intervention.

Was the student in intervention last year?



Pre-K to Kindergarten Transition

In transitioning students from pre-school to kindergarten, the following has been done at Highland ES:

- Kindergarten Orientation held in April, 2011

Kindergarten orientation is designed to help parents enroll their children, including the completion of health forms, and to assist students in becoming acquainted with future friends and the school environment. Parents are asked to register children for next year's kindergarten on the date scheduled for the elementary school that serves their neighborhood.

MCPS Enrollment Information

- Literacy Packet provided for incoming kindergartners to support literacy and fine motor skills

Teacher created literacy packets are to provide students with practice skills to build literacy and fine motor skills

- Kindergarten Toolkit training offered during Extended Learning Opportunities Summer Adventures in learning (ELO SAIL) for parents of incoming students.

The purpose of the Toolkit Project is to provide the families of kindergarten students attending ELO SAIL with materials to be used at home to practice skills to build early reading and math concepts. Parents are given directions (provided in English, Vietnamese and Spanish) for the appropriate use of the materials. Parents of school-aged children can use the materials included in the toolkit to develop skills for working with kids at home. The toolkits are supplied by the MCPS Retiree Association.

Coordination and Integration of Federal, State, and Local Programs and Resources

Title I funds provide the following resources to Highland to assist in the implementation and support of this plan.

In order to meet the needs of our diverse student population, several positions have been added to the school using Title I funding. These teacher positions are used to reduce class size and provide additional support to students who need skill reinforcement in reading and math. These teachers work closely with the classroom teacher to plan the appropriate interventions to identified students. The positions are:

- Math Content Coach (.500) - position used to train teachers on the CCSS
- Gifted and Talented (.500) -- position used to train teachers on differentiation of instruction in the classroom
- Data analyzer (.200) - position used to analyze student data and assist teachers in planning appropriate instructional lessons
- Math focus teacher (1.00)
- Reading focus teacher (.500)
- 4 Reading intervention teachers (total - 2.200)

Highland is participating in the full day MCPS Head Start program. Title I provides partial funding for one head start teacher and two paraeducator positions.

- .400 Head Start teacher
- .525 Head Start paraeducator

Each of the staff members listed above provide a weekly log or planning documentation that enable administration and colleagues to maintain an overview of weekly activities related to instructional support.

The Division of Title I Programs also provides the technical assistance for the Montgomery County Public schools regarding Title I regulations and the implementation of programs in the Title I schools. There are five areas in which the division provides technical assistance and support for program implementation:

1. Implement Title I mandates of the Elementary and Secondary Education Act, No Child Left Behind Act (NCLB) of 2001 as it relates to:
 - Title I enrollment options
 - Homeless, neglected, and delinquent and nonpublic programs
 - Highly qualified staff/ professional development
 - School wide program and the school improvement plan
 - Family involvement
2. Work with school-wide programs schools to plan and implement a comprehensive school improvement process.

3. Support schools in the design and the delivery of research-based instructional practices and the implementation of new curriculum.
4. Assist school personnel in assessment, data collection, and analysis of formal and informal data for use in the targeting and monitoring the effectiveness of academic interventions.
5. Collaborate in the development of personalized family involvement policies designed to support individual student achievement.

Instructional Materials Funds

Title I funds are used in the purchase of academic instructional materials that support and enhance the reading/writing and math programs. This will include materials to expand instruction and assessment. The budget pages are included at the end of this section.

Additional Title I Funds

Highland Elementary School uses Title I funds to provide continuous programming for students and staff development for teachers. These funds are also used for school improvement meetings and to fund actions listed in the school improvement plan. All Title I budget pages are found in the appendix section of this document.

Schoolwide Program Coordination for Homeless Students

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

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

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

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

Partnerships with Community Agencies

Linkages to Learning is a collaborative initiative among the school system, Montgomery County government, and private organizations that provides counseling services, health and parent education activities, and social services at MCPS elementary and middle schools that have high percentages of families impacted by poverty. Linkages to Learning operates a center at Highland ES. In addition, we will operate a school-based health center that provides routine treatment and preventive care to eligible children, beginning in the fall 2012.

Process Management

Consultation held with stakeholders in the development of the school improvement plan:

To ensure continuous involvement of all stakeholders in the school improvement planning process, Highland Elementary School has several major forums for developing, evaluating, and revising the school improvement plan. In the forums, Baldrige-Guided School Improvement Planning Team members are held responsible for gathering data throughout the school year to evaluate the goals of the SIP. Within that team, the members analyze data about each of the subgroups (race/ethnicity, English language learners, special education students, FARMS, and 'red zone' students).

The first forum is the School Improvement Planning Team meeting. These meetings are comprised of the principal, assistant principal, Title I Instructional Specialist, staff development teacher, math content coach, classroom teachers, supporting services, and community parent representatives. At these meetings, members of the team present data related to the SIP and discuss implications of the data for the implementation and revision of the SIP. Members of the school improvement team are responsible for gathering data and input from the stakeholders they represent. The meeting minutes are sent to all members of the team and all staff members. Furthermore, a general information article about the meeting is placed in the school newsletter for parents.

The second forum is the Core Leadership Team. The team consists of the administration team, representatives from each grade level, from the specialist, and supporting services. Participation at these meetings is also open to any staff member interested in attending. The team meets twice a month to relay pertinent information and new initiatives to team members. The team also discusses status of school procedures, programs and initiatives. In addition the team makes critical decisions about the instructional program.

The third forum is the staff meeting. At these meetings, recommendations from the BGS IPT meetings are presented to the staff. These meetings provide all staff an opportunity to accept, reject, or modify the recommendations through consensus.

Additionally, the school seeks input from the local district. The Title I Instructional Specialist serves as a member of the BGS IPT and provides technical assistance. The Instructional Specialist's role is to ensure that the school is meeting the requirements of federal, state, and local regulations. Also, the principal has regular meetings with the Director of School Performance. The purpose of these meetings is to present the data collected regarding student performance and to identify additional support systems for the school in meeting its goals.

The monitoring processes of the components of the School Improvement Plan are as follows:

- Attachment III Reading Action Plan
- Attachment IV Behavioral Action Plan
- Attachment V Math Action Plan
- Attachment VI Parent/Family Involvement Plan

Measurement, Analysis, and Knowledge Management

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

The following document outlines the data structures in place at Highland in 2011-2012 to ensure that all students are receiving an appropriate instructional program to meet their learning needs.

Grade Level(s)	Data Point(s)	Contact Person	Administered By	Frequency	Review Structure
PreK-2	Reading Formative(s)	Meg	Classroom Teachers	Ongoing	Data Dialogue & BGS IPT
PreK-2	Reading Summative(s)	Meg	Classroom Teachers	Ongoing	Data Dialogue & BGS IPT
K-3	mClass 3D	Meg Jessica	Classroom Teachers	3x Per Year	Data Dialogue
K-5	Reading Intervention Updates	Meg	Reading Intervention Personnel & Classroom Teachers	Ongoing	Intervention Data Dialogue
K-5	Running Records/Fountas & Pinnell	Meg	Classroom Teachers	Monthly	Team Meeting & BGS IPT
3-5	MSA Practice Test for Reading (Frontline)	Meg	Classroom Teachers & Test Accommodators	2x Prior to MSA	BGS IPT

3-5	Reading Formative(s)	Meg	Classroom Teachers	Ongoing	Data Dialogue & BGS IPT
3-5	Fountas & Pinnell Running Records Kit	Meg	Classroom Teachers	3x Per Year	Data Dialogue & BGS IPT
3-5	MAP-R	Natalie	Reading Specialist & Classroom Teachers	3x Per Year	Data Dialogue & BGS IPT
K-5	Math Formative(s)	Shannon	Classroom Teachers	Ongoing	Data Dialogue & BGS IPT
K-5	Math Summative(s)	Shannon	Classroom Teachers	Each Unit	Data Dialogue & BGS IPT
K-5	MSA Practice Test for Math (Frontline)	Shannon	Classroom Teachers & Test Accommodators	2x Prior to MSA	BGS IPT
2	Global Screening	Shannon	Classroom Teachers	Spring	TBD
All	GT Screening (New Students & ReScreen)	Shannon	Classroom Teachers & Shannon	Spring	TBD

