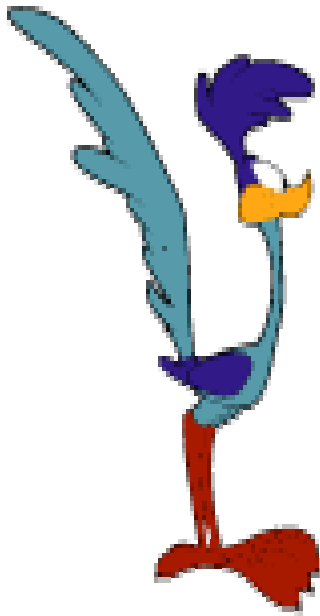


Weller Road School Improvement Plan



September 2009

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Baldrige Category: LEADERSHIP

Weller Road Elementary School SIP 2009-2010

STUDENT AND STAKEHOLDER FOCUS

Based on the analysis of MSA data, Weller Road special education students are not achieving at the same rate as their non-special education counterparts.

Within the school improvement plan, the focus is on special education and achievement in the areas of reading and math and African American achievement in math.

Secondary issues for improvement will be the performance of LEP students in reading and increased vocabulary skills for all students.

Based on the analysis of TN2 data, only 39.7% of students achieved in the 50th national percentile or above. The following subgroups did not reach the goal of 70% in the 50th percentile or above: African American, Hispanic, White, FARMS, LEP, and special education.

Based on the analysis of PBIS data, our office referrals during lunch/recess and suspensions are higher than desired. Our goal will focus on decreasing the percentage of office referrals during this time of day and decreasing the number of suspensions.

Note: See detailed needs assessment for specifics pgs. 7-10

LEADERSHIP

Mission and Vision:

We, the Weller Road staff, will:

- Implement current innovative teaching practices relative to each student's needs.
- Create a safe, nurturing, and positive environment where each student will receive respect, encouragement, and be provided opportunities for success.
- Promote social and emotional growth.
- Motivate each student to reach academic success.

The Weller Road community will work together to provide a quality education for our students so that they will become successful contributing members of global society.

The mission and vision are communicated through the following ways:

- All schoolwide correspondence will include the statement of our mission and vision
- It is posted on the school website
- It is posted in classroom data centers and throughout the building

ORGANIZATIONAL PERFORMANCE RESULTS

See assessment results and trend data on pages 5 & 6

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Reading/Language Arts:

- Running records
- BCRs/journals
- Quarterly assessments
- Anecdotal records

Math:

- Pre-assessments
- Quizzes
- MCPS formative assessments (quarterly)
- BCRs/journals

STRATEGIC PLANNING

All students in all subgroups will meet or exceed the AMOs of 81.2% in reading and 79.4% in math as measured by the MSA.

70% or more of grade 2 students in all subgroups will achieve at or above the 50th national percentile on the TN2.

School Improvement Plan Goals for Reading:

According to the 2009 MSA reading data, 53.9% of special education students and 74.0% of LEP students scored in the proficient to advanced range. Therefore,

- Special education students will show a 27.3% increase in scores in reading
- LEP students will show a 7.2% increase in scores in reading

According to the 2009 Reading Benchmark data, 66.7% of second grade students met the MCPS benchmark. The expected target for 2009-2010 is 90%. Therefore, Weller Road Elementary School will show an increase of:

- 13.3% of second grade students reaching benchmark in reading

School Improvement Plan Goals for Math:

According to the 2009 MSA math data, 38.5% of special education students and 60% of African American students scored in the proficient to advanced range. Therefore,

- Special education students will show a 40.9% increase in scores in math
- African American students will show a 19.4% increase in scores in math

School Improvement Plan Goal for Math Acceleration:

According to the 2008-2009 math acceleration data for students enrolled in Math 6/A or higher in grade five, 45.1% of the total grade level was enrolled in Math 6 or higher. Racial subgroups show 28.5% of African American students, 87.5% of Asian students, 100% of the White students and 42.2% of Hispanic students were enrolled in Math 6/A or higher. Also, 35% of the total grade level was proficient in advanced math courses. The Math 6 enrollment target for 2009-2010 is 45%.

PBIS Goals:

PBIS data shows that there were 5 suspensions and 24 office referrals during lunch/recess at Weller Road in 2008-2009. Our PBIS goal is to decrease the number of suspensions and the number of office referrals during lunch/recess by 50%.

FACULTY AND STAFF FOCUS

Provide training on:

- Instructional strategies for diversity awareness
- Math discourse
- Writing instruction across all subject areas
- Integration of technology
- Analyzing student work and determining proficiency to guide instruction and set expectations

Differentiated professional development will occur whenever possible.

Conduct math/reading study groups focusing on ELL and special education.

Staff trainings will be evaluated using surveys, plus/deltas, exit tickets, Consensograms, anecdotal comments and other Baldrige tools.

PROCESS MANAGEMENT

- Bi-weekly instructional leadership meetings focusing on strategic monitoring by content
- Monthly team leadership meetings focusing on strategic monitoring by content
- Weekly grade level meetings focused on curriculum, instruction, assessment, data analysis and examining student work
- Quarterly data chats in reading and math to monitor progress toward student achievement
- Reading Action Plan (see attachment)
- Math Action Plan (see attachment)

Baldrige Category: LEADERSHIP

Signature page here

Baldrige Category: LEADERSHIP

Vision Statement

The Weller Road community will work together to provide a quality education for our students so that they become successful, contributing members of a global society.

Mission Statement

We the Weller Road staff will:

- Implement current innovative teaching practices relative to each student's needs
- Create a safe, nurturing, and positive environment where each student will receive respect, encouragement, and be provided opportunities for success
- Promote social and emotional growth
- Motivate each student to reach academic success

Communication with Stakeholders

We will:

1. Communicate our vision and mission by modeling it in every aspect of our everyday actions.
2. Post the vision and mission statements in classrooms, hallways, and in home/school communication.
3. Include newsletter items with tips, activities, and resources that relate to the vision and mission statement.

Baldrige Category: LEADERSHIP

On the lines below, please record the dates that your school improvement team will meet during the 2009-2010 school year to review the plan, monitor action plans, and identify next steps as needed.

September 14, 2009

January 11, 2010

March 22, 2010

May 10, 2010

Training Dates

September 30, 2009

October 26, 2009

The principal notifies parents in a newsletter article when the School Improvement Plan is completed. They are directed to the school website to read the plan or are invited to come to the school to read it. The principal invites parents to give input and suggestions for review by the team. Parents are also invited to join the SIP team meetings listed above.

Baldrige Category: ORGANIZATIONAL PERFORMANCE RESULTS

**Weller Road Elementary School
MSA Score Comparison
2007, 2008 and 2009**

	06-07	07-08	08-09	Difference
Reading	AMO-67.2	AMO-71.8	AMO- 76.5	
All Students	75.7	89.8	87.4	-2.4
Asian	92.0	100.0	96.0	-4.0
African American	75.0	83.3	85.0	+1.7
White	75.0	93.3	87.0	-6.3
Hispanic	72.9	88.3	86.3	-2.0
FARMS	77.7	86.1	84.5	-1.6
SPED	65.2	68.4	53.9	-14.5
LEP	63.6	83.1	74.0	-9.1
Mathematics	AMO-63.9	AMO-69.1	AMO- 74.2	
All Students	80.0	87.2	84.4	-2.8
Asian	96.0	96.3	100.0	+3.7
African American	67.5	75.0	60.0	-15.0
White	94.7	93.8	95.6	+1.8
Hispanic	78.6	86.7	83.2	-3.5
FARMS	78.6	83.6	79.1	-4.5
<i>SPED</i>	47.8	42.1	38.5	-3.6
LEP	74.5	82.1	82.0	-0.1
Attendance	94.0	95.7	96.0	+0.3

Current goals and objective are included on p. 14.

Baldrige Category: STUDENT AND STAKEHOLDER FOCUS

Introduction

Weller Road Elementary School is a Title I school serving students in Pre-Kindergarten/Head Start through grade 5 that offers a highly structured educational program that develops intellectual skills and concepts enabling its students to be successful and competent citizens in their community. The administration, faculty, and staff of Weller are all committed to the growth and success of their students. Faculty members provide enrichment opportunities to both remediate and challenge students in their academic pursuits.

The organization of the school day follows the time allotments mandated by Montgomery County Public Schools. All students participate in a minimum of 90 minutes of uninterrupted reading instruction. In addition to whole group instruction, all teachers meet with students in guided reading groups daily. The groups meet for approximately 20-30 minutes following whole group instruction. In math all students receive a minimum of 75 minutes of instruction.

This year, Weller Road Elementary School made adequate yearly progress (AYP) in all subgroups. The AYP was achieved by the Special Education (SPED) students within the confidence interval in reading and mathematics. African American students achieved AYP within the confidence interval in mathematics. The Annual Measurable Objective (AMO) was not met by the SPED and African American students in the areas identified.

SCHOOL DEMOGRAPHICS

The enrollment for the 2008-2009 school year was 532 students, of which, 45 students (8.2%) received SPED services; 283 students (51.7%) received LEP services; and 28% of the student population is Gifted and Talent. Of the 532 students at our school 43 (8.1%) are African American; 47 (8.8%) are White; 376 (70.6%) are Hispanic; and 66 (12.4%) are Asian/Pacific Islander.

Weller Road Elementary School serves students residing in the Northern Silver Spring and Wheaton areas. 21% of our students are bused to school. During the 2008-2009 school year 378 or 69.1% were eligible for free and reduced lunch (FARMS). Weller Road Elementary School's staff consists of 100% highly qualified teachers and paraeducators. Title I provides additional funding to purchase positions to decrease class size and provide additional academic support for students. A primary Learning for Independence (LFI) program was added in August 2008. This year the program has been extended to include kindergarten through grade 3.

DATA ANALYSIS

MSA

Weller Road met the Annual Yearly Progress as determined by the State of Maryland. However, neither the SPED subgroup met the AMO in reading or in mathematics, nor did African American students meet the AMO in mathematics. The reading data is as follows: in grade three, 80.6% scored proficient or advanced. In fourth grade, 90.7% scored proficient or advanced. In fifth grade 91.2% scored proficient or advanced. Of the SPED students in grade four 20% were proficient or advanced and in fifth grade 80% were proficient or advanced. There was not a SPED subgroup in third grade. Of the LEP students in grade three, 64% scored proficient or advanced. In fourth grade 94.5% of the students scored proficient or advanced and 57.2% of the students in fifth grade scored proficient or advanced.

Baldrige Category: STUDENT AND STAKEHOLDER FOCUS

The SPED subgroup met the AMO in math within the confidence interval at 53.9%. The math data is as follows: in grade three, 83.6% scored proficient or advanced. In fourth grade, 90.6% scored proficient or advanced. In fifth grade 78.4% scored proficient or advanced. Of the SPED students in fourth grade 20% were proficient or advanced and in fifth grade 33.3% were proficient or advanced. There was not a SPED subgroup in third grade. Of the LEP students in grade three, 72.0% scored proficient or advanced. In fourth grade 94.4% of the students scored proficient or advanced and 85.7% of the students in fifth grade scored proficient or advanced.

TN2

An analysis of the TN2 indicated that 39% of the second grade students who were tested scored at or above the 50% NCE as noted in the Composite Score. Further analysis of this data indicated that the combined averaged scores for reading and language was 51% of the students scoring at or above the 50% NCE. In the mathematical concepts 63% of the students scored at or above the 50% NCE. However, in math computations it was noted that 80% of the students scored at or above the 50% NCE indicating that our second grade students have a good understanding of mathematical basic facts.

A careful analysis of the subgroups tested on the TN2 indicated that 0% of students receiving special education services; 31% of students receiving LEP services; and 25% of students eligible to receive free and reduced lunch services were at or above the 50% NCE.

Reading

Reading benchmark data revealed that 93.5% of kindergarten students; 75.6% of first grade students; and 66.7% of second grade students met or exceeded the MCPS benchmark. However, African American (75%) and special education students (60.0%) in kindergarten scored considerably lower than their peers. African American (75%), Hispanic (70%) students and those receiving LEP services (71.2%) in first grade scored considerably lower than their peers.

As a result of this analysis it was decided that grade levels will maintain guided reading notebooks and focus on small group instruction to ensure that students' instructional needs are being met and they are taught on their current instructional level. All plans will be based upon both the MCPS Curriculum and the Maryland Voluntary State Curriculum (VSC). Teachers will also use these plans to educate parents on the goals that need to be met for each quarter through parent meetings, which will be held in September, October, January, and May.

Intervention strategies and programs will also be used to address the needs of the students. Reading Recovery will be utilized in grade 1.

Mathematics

According to the 2008-2009 math acceleration data for students enrolled in Math 6/A or higher in grade five, 45.1% of the total grade level was enrolled in Math 6 or higher. Racial subgroups show 28.5% of African American students, 87.5% of Asian students, 100% of the White students and 42.2% of Hispanic students were enrolled in Math 6/A or higher. Also, 35% of the total grade level was proficient in advanced math courses.

Baldrige Category: STUDENT AND STAKEHOLDER FOCUS

The following strategies will be implemented in order to increase achievement in mathematics:

There are a number of initiatives that will be implemented during the 2009-2010 school year:

- Teachers will implement a minimum of 75 minutes of mathematics instruction in Head Start through grade 5. Part of the instructional time will be used to reteach math skills in a small group setting for those students who do not immediately grasp the concept.
- Teachers will implement the MCPS curriculum using Harcourt manipulatives and technology will be integrated into whole group and small group lessons. All students will be instructed and have access to the accelerated mathematics curriculum.
- The instructional program will be based on data. Pretest and posttest data will be analyzed for each math unit, as well as quiz results throughout each unit. Pretests will be used to determine the focus of instruction for each particular skill set. The quizzes and posttests will be analyzed to determine mastery of the skills taught and also to identify areas that will need to be retaught.
- On-going professional development will also be offered in order to aid teachers in their instructional practices. The math focus and staff development teachers will be involved in these professional development opportunities.

Special Education and Limited English Proficient Students

Professional development will be provided to teachers throughout the school year. The professional development will primarily focus on implementing the following: effective planning, pacing, data utilization, and ESOL and SPED Strategies.

All teachers and staff will receive training in the provision of student accommodations. Students will be informed of their accommodations and will be trained on how to access them in the classroom. When they do so, they will receive incentives. To assist students with this, staff providing accommodations during MSA will also do so during the year on varied classroom assessments. All students will benefit from the use of specific instructional interventions such as double guided reading and math groups and SOAR to Success. These interventions will assist them in reaching the 2010 AMO target in reading and math.

Safe and Orderly Environment

In order to continue to provide a safe and orderly environment for our students, Weller Road Elementary School is a Positive Behavioral Intervention and Supports school. Positive Behavioral Intervention and Supports, or PBIS, is a behavior intervention program endorsed by the Maryland State Department of Education. It focuses on decreasing negative behaviors of students, especially those who are continually sent to the office. A school wide discipline plan was formulated for the 2007-2008 school year and will be continued during the 2009-2010 school year. It focuses on five principles that the students are taught and expected to follow. The plan incorporates positive incentives, both tangible and intangible. Data is kept on office referrals and suspensions using the School Wide Information System (SWIS). The IDA inputs the information and the system generates reports, which allows us to track our progress monthly. Incentives are offered to those students who remain on target during the month.

Based on the analysis of PBIS data, our office referrals during lunch/recess are higher than desired. Our goal will focus on decreasing the percentage of office referrals during this time of day and decreasing the number of suspensions.

Baldrige Category: STUDENT AND STAKEHOLDER FOCUS

Parent Involvement

Parental involvement is another priority area for Weller Road Elementary School. Weller Road has put some initiatives in place to foster an increase in parental involvement during the 2008-2009 school year and will continue during 2009-2010. The School Instructional Team decided to hold parent information meetings to inform parents of the instructional goals in mathematics and reading. These meetings are held once each semester for the general school population. However, grade level teams held additional parent meetings at the beginning of each math unit, thus each grade will schedule these meetings at different times during the school year. The reading meetings will involve literacy evenings where parents will learn strategies to use when reading with their children.

Back to School Nights were also held to inform the parents of our expectations and to provide them with student baseline data (mClass, MSA Scale Scores, MAP-R, running records, and Unit 1 Pre-Assessments). During the evening teachers engaged parents in activities to assist their children at home. As required, these meetings will assist parents in improving their understanding of the MCPS curriculum; local assessments, and state assessments.

In addition to the parent meetings, Weller Road also produces a newsletter each month. The newsletter highlights accomplishments of the grade levels and students at the school. It also gives the parents a schedule of school events for the month. As required, these newsletters demonstrate on-going communication between home and school.

A Parent Community Coordinator position is funded with Title I funds. The Parent Coordinator provides outreach services to parents, to include making referrals to Linkages, and assisting parents in becoming active members in the school community. A parent resource room has been established for parents to get information to help their children in school.

A Parent Involvement Committee made up of teachers, parents and staff has been restructured to encourage parents to become active in their child's education. The committee solicited parent volunteers for all grade levels beginning on Back to School Night this fall. All staff are encouraged to join the PTA and support PTA functions.

Baldrige Category: Faculty and Staff Focus

Professional Development

The professional development is embedded into the reading and mathematics action plans. The activities were developed based on the continuation of training from the previous school year. It was noted that further training was needed in analyzing student data to inform appropriate instructional planning, guided reading, acceleration activities in mathematics. The training which will be implemented by the staff development teacher, reading specialist and math focus teacher with assistance from central office staff and will be differentiated for the teachers based on their level of expertise. There have been several teachers who are either new to teaching or new to teaching the grade level.

The paraeducators will be trained during monthly meetings with the staff development teacher, reading specialist, math content coach, and the Title I instructional specialist. These training sessions parallel the training that classroom teachers attend. This will ensure the paraeducators will have the specific information during the instructional units in a timely manner.

The school improvement team spent several days during the summer designing a block schedule to maximize instruction and provide collaborative planning time for teachers and staff. It is the communicated expectation that all staff will participate in collaborative planning biweekly. Teachers are expected to plan for weekly instruction based on students' needs and complete a planning form, with the focus teacher assigned to that grade level, to ensure that students are receiving the appropriate intervention to maximize their success. These plans are then reviewed by the administrator and discussed during the weekly instructional council meetings. A review of student progress using these forms is completed at these weekly meetings and shared with the classroom teachers during their planning times. These forms are included in the Strategic Planning section of this document. The staff development teacher, reading specialist and the math focus teacher also use this blocked planning time to provide professional development training as it relates to the school's goals.

Baldrige Category: FACULTY AND STAFF FOCUS

Highly Qualified Teachers Plan for Montgomery County Public Schools

Date: July 1, 2009

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

Tasks	Office(s) Responsible	Time Line	Task Review Dates
1. Recruit and hire a cadre of certified and highly qualified teachers for Title I Schools	Office of Human Resources/Department of Staffing	Continuous	Monthly
2. Strive to fill vacancies from a broad-based and diverse candidate pool that includes balance in terms of gender, ethnicity, and experience	Office of Human Resources/Department of Staffing	August-June	April
3. Evaluate the credentials of applicants with experiences related to the needs of the students and conduct interviews by asking questions related to the needs of the students. Work cooperatively with principals to select applicants with the skills set that addresses the needs of the students Allow Title I principals to review new candidate files prior to other principals.	Office of Human Resources/Department of Staffing	November-April	Monthly; November-April
4. Monitor voluntary and involuntary transfers, substitute teachers and instructional assistant coverage for employee absences	Office of Human Resources/Department of Staffing	April-June	April-June
5. Provide in-house mentor teachers to new teachers at Weller Road .	Weller Road Elementary School staff	August - June	August - June
6. All staff will write PDPs and complete portfolios as evidenced by semiannual meetings with administration	Staff development teacher (SDT)- Doris Brown	PDP forms MCPS Professional Growth System booklet SDT	Review Midyear professional development meetings with administration End of year eval conference

Baldrige Category: FACULTY AND STAFF FOCUS

Highly Qualified Teachers Plan for Montgomery County Public Schools

Date: July 1, 2009

Continued – Page 2

Tasks	Office(s) Responsible	Time Line	Task Review Dates
5. 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
6. Assign a staff development teacher to all schools to ensure that staff is supported in job-embedded professional development linked to the school improvement process.	Office of Organizational Development	August-June	January and June
7. 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
8. Provide job-embedded professional development linked to the School Improvement Plan	Office of Organizational Development, Department of Curriculum and Instruction	October-April	January-May
9. Provide best practices training for gifted and talented teachers and math content coaches	Office of Organizational Development, Enriched and Innovative Instruction, Division of Title I Programs	August - May	September, November, January, and March
10. Provide consulting teachers to staff who have been identified as in need of additional support in their instruction to students. *	Office of Organizational Development Administration	September - June	March 2008

Baldrige Category: FACULTY AND STAFF FOCUS

Highly Qualified Teachers Plan for Weller Road Elementary School **Date: July 1, 2009**

The 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 the 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 are assigned a maximum caseload of 16 teachers. The caseload consists of a combination of teachers new to teaching and under-performing teachers.

The duties of the consulting teacher include the following:

1. Conduct a minimum of two observations per semester (with a goal of six on average per year).
2. Assist teachers new to teaching through conference, demonstration lessons, team teaching, and observations.
3. Submit reports 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).
4. Participate in planning and the delivery of new teacher training.

Baldrige Category: STRATEGIC PLANNING

This year the staff of Weller Road Elementary school will participate in a variety of initiatives in order to improve our performance on the MSA. All teachers will be trained in effective planning and use of the MCPS curriculum. In addition, all teachers will meet with students in guided reading groups during reading based upon ability levels. Intervention groups will also be pulled in each class based upon specific student needs. The intervention groups will take place every day for approximately 45 minutes. The groups will be instructed by focus teachers in the building. This will allow groups of students to receive more one on one instruction in specific skills. The intervention groups will take place in both math and reading. Teachers in grades 3-5 will also engage students in daily vocabulary warm-ups to increase student awareness of the test format and to hone their vocabulary and phonics skills.

The mathematics curriculum will be aligned to create seamless mathematics instruction to include the challenge items that will be taught to all students at each grade level. The teachers then use data to inform them of the skills that need to be retaught. This will ensure continuous review of all skills

Teachers will also attend monthly data utilization meetings to make sound instructional decisions based upon their student needs.

Baldrige Category: STRATEGIC PLANNING

Action Plan Template

School: Weller Road Elementary School **Date:** Sept. 2009

SIP Goal/Objective Annual Measurable Objective (AMO) 2010): All students in all subgroups will meet or exceed the AMOs of 81.2% in reading and 79.4% in math as measured by the MSA.

Annual Measurable Objectives for K-5 Schools

Weller Road Elementary School will meet the Maryland State Assessment (MSA) 2010 Annual Measurable Objectives:

- 81.2% (within the confidence interval) of all students and of the 7 subgroups represented at our school will demonstrate proficient or advanced performance in reading on the MSA.
- 79.4 % (within the confidence interval) of all students and of the 7 subgroups represented at our school will demonstrate proficient or advanced performance in math on the MSA.

Additional Local School Measurable Objectives (optional)

- 45% of grade 5 students will successfully complete Math 6.
- 70% or more of grade 2 students will achieve at or above the 50th national percentile on the TN2

Baldrige Category: STRATEGIC PLANNING

Math Goal: All students in all subgroups will meet or exceed the AMO of 79.4% as measured by the MSA.

Math Action Plan

2009-2010

Action steps/objectives/ processes Timeline/audience	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 training to teachers and paraeducators on the implementation of analyzing student work and determining proficiency in mathematics	Math Focus Teacher - Vane, SDT - Brown-Resource teachers – Fox/Ream	Agenda Evaluation Student work samples Anchor papers Data MSA rubrics VSC curriculum	Formative & summative assessment data Monitoring grid sheets Grade books Informal/formal observations Walkthroughs	Monthly data dialogues- Simmons/Henry Vane Brown SIP team	
Teachers will use math manipulatives, math discourse, and differentiated centers for each instructional unit	PreK-5 teachers Math Focus Teacher - Vane	Manipulatives Instructional Guides PreK -5 <u>Classroom Discussions using Math Talk</u>	Math planning sheets Formative & summative assessment data Informal/formal observations Walkthroughs	Monthly – PreK-5 teachers Simmons/Henry Vane	
Provide additional training on the implementation of problem solving strategies for teachers and paraeducators	Math Focus Teacher - Vane OCIP instructional specialist – Emily Ware	Hot Topics, Problem Solver, & other resources Instructional guides PreK- 5	Math planning sheets – focus part of the lesson Teacher feedback on implementation of strategies Evaluation of training	1 st quarter – initial training Follow-up training during the year: Simmons/Henry Vane Brown Math Committee SIP team	

Baldrige Category: STRATEGIC PLANNING

Math Goal: All students in all subgroups will meet or exceed the AMO of 79.4% as measured by the MSA.

Math Action Plan (cont)

2009-2010

Action steps/objectives/ processes Timeline/audience	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 interventions: small group instruction, weekly intervention caseload report, pre/post assessment data from Math Achievers	HS-5 teachers Focus teachers: Hong, Murphy, Vane ESOL teachers: Rivera Estenos Flamish Saur Esteban Hernandez Adiego Resource teachers – Fox/Ream	MCPS curriculum, Math Achievers Harcourt intervention activities	Unit tests and quizzes Student work samples Pre/post data from extended day clubs Formative/summative data	Weekly - HS-5 teachers Simmons/Henry Vane	
Consistently provide students with their accommodations during instruction and assessments.	Same as above Testing coordinator- Falcon	Student IEPs MSA Accommodations Manual Accommodations sheets for students	Classroom Observations Instructional lessons All assessments	Monthly – Simmons/Henry Fox ESOL teachers: Rivera, Flamish, Saur, Estenos, Esteban Res. teachers: Fox/Ream	

Baldrige Category: FACULTY AND STAFF FOCUS

Reading Goal: All students in all subgroups will meet or exceed the AMO of 81.2% as measured by the MSA.

Reading Action Plan

2009-10

Action steps/objectives/ processes Timeline/Audience	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)
Para educators will receive training on Junior Great Books and guided reading components so that they can provide additional guided reading support for selected students.	Reading Specialist (RS) - Falcon	Agenda Instructional guides Leveled guided reading books Guided reading plans written by classroom teachers	Guided reading planning sheets Informal observations Teacher and para educator feedback Caseload report sheet Running record data	Daily: Simmons/Henry Falcon HS-5 teachers	
Teachers and para educators will receive training on analyzing student work and determining proficiency in reading so that they can plan a rigorous instructional reading program based on students' needs.	RS - Falcon SDT - Brown	Agenda Instructional guides Student work samples Anchor papers MAP-R data mClass data MSA data F & P Benchmark data MSA rubrics VSC	Formative & summative assessment data Student response logs Monitoring tools Data dialogues Grade books Informal/formal observations Walkthroughs	Monthly: Simmons/Henry RS- Falcon School Improvement Team	

Baldrige Category: FACULTY AND STAFF FOCUS

Reading Goal: All students in all subgroups will meet or exceed the AMO of 81.2% as measured by the MSA.

Reading Action Plan (cont)

2009-10

Action steps/objectives/ processes Timeline/Audience	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)
Teachers will develop and use differentiated centers in reading instruction so that students will be able to review and extend their knowledge of the VSC indicators.	HS-5 teachers RS - Falcon SDT - Brown Focus teachers: Hong Murphy ESOL teachers: Rivera, Saur, Esteban, Estenos, Flamish, Adiego, Hernandez Resource teacher: Fox	Instructional guides <i>Literacy Work Stations</i> – Debbie Dillard and <i>Practice with Purpose: Literacy Work Stations for Grades 3-6</i> by Debbie Diller	Reading planning sheets Informal/formal observations Walkthroughs	Daily: Simmons/Henry Falcon Brown All teachers	
Teachers will implement vocabulary instruction in all content areas using the Kinsella model, Frayer model, and concept maps to enable students to use various strategies to define and learn new words.	HS-5 teachers RS - Falcon SDT - Brown Focus teachers ESOL teachers Resource teacher	Graphic organizers Vocabulary lesson templates Instructional guides	Teacher feedback Lesson plans Formative & summative assessment data Informal/formal observations Walkthroughs	Monthly: Simmons/Henry Falcon Brown All teachers	

Baldrige Category: FACULTY AND STAFF FOCUS

Reading Goal: All students in all subgroups will meet or exceed the AMO of 81.2% as measured by the MSA.

Reading Action Plan (cont)

2009-10

Action steps/objectives/processes Audience	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation or processes for effectiveness and efficiency)
Teacher will provide interventions for selected students: Additional small group instruction supported by focus teachers	HS-5 teachers RS - Falcon SDT - Brown Focus teachers ESOL teachers Resource teacher	Instructional guides Leveled guided reading books Guided reading plans written by classroom and focus teachers	Unit tests and quizzes Student work samples Pre/post data from extended day clubs Formative/summative data Student work samples Weekly intervention caseload report	Weekly - Simmons/Henry Falcon Brown All teachers	
Staff will consistently provide students with their accommodations during instruction and assessments.	Testing coordinator (TC) – Falcon HS-5 Teachers Focus teachers ESOL teachers Resource teacher	Student IEPs and ELL Plans MSA Accommodations Manual	Classroom Observations Instructional lessons All assessments	Monthly – Simmons/Henry Falcon ESOL teachers: Rivera, Saur, Esteban, Estenos, Flamish, Adiego, Hernandez Resource teacher: Fox	
Staff will participate in study groups on strategies for ELL and special education.	HS-5 teachers SDT - Brown	<i>50 ESOL Strategies</i>	Teacher evaluations Lotus diagrams	Monthly – Simmons/Henry Brown	
Staff will participate in differentiated study groups on strategies for writing instruction.	HS-5 teachers Focus teachers ESOL teachers Resource teacher RS - Falcon SDT – Brown	<i>Interactive Writing, Notebook Know How and 6+1 Traits of Writing</i>	Teacher evaluations Lotus diagrams	Monthly – Simmons/Henry Falcon Brown	

Baldrige Category: FACULTY AND STAFF FOCUS

Reading Goal: All students in all subgroups will meet or exceed the AMO of 81.2% as measured by the MSA.

Reading Action Plan (cont)

2009-10

Action steps/objectives/processes Audience	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation or processes for effectiveness and efficiency)
Select staff will participate in a study group on strategies for reading comprehension instruction.	RS – Falcon, facilitator HS-5 teachers Focus teachers ESOL teachers Resource teacher	<i>Spotlight on Comprehension</i> – Linda Hoyt	Attendance sheets Evaluation/feedback of group	Monthly – Simmons/Henry Falcon	
All staff will implement PBIS strategies as evidenced by routine administration.	Counselor- Sarah Catucci PBIS Team	Training packet SWIS Database	Agenda/Evaluation Monitor/chart the % of students remaining on target for meeting the behavior expectations Daily calendar Coupon/bar graph	August 2009 Simmons/Henry Monthly-PBIS team	
All staff will implement the CAP process as evidenced by weekly CAP meetings and CAP data notebook.	Henry CAP consultant	Training packet	CAP meetings CAP data notebooks	August 2009- Henry/Catucci Ongoing Monthly Administration	
The School Improvement Team will gain knowledge on instructional strategies from diversity training that will address the needs of all racial/cultural subgroups as evidenced by student performance on all formative and summative assessments.	Simmons Brown	<u>Courageous Conversations About Race</u> Training materials	Monthly School Improvement meetings	Surveys (students, parents, staff) Simmons/Henry	

Baldrige Category: STRATEGIC PLANNING

As a result of the data we have determined that our major initiatives will focus on improving our reading and math scores for the 2009-2010 school year in the school as a whole, but also focusing on the subgroups that did not meet the AMO. Using the data that was available the following initiatives have been planned:

During the pre-service days in August 2009, the Weller Road staff continued their training, from an instructional specialist from OOD, on reading, writing and mathematics instructional strategies to use specifically with ELL and SPED students. The ESOL teachers are assigned to work with specific grade levels in assisting students in using these strategies. They are also included in the grade level team planning to ensure that these strategies are incorporated into the daily lessons. The administrators, staff development teacher, and reading specialist visit classrooms daily to ensure that these strategies are implemented with identified students as well as students who can use these strategies in their learning.

The following strategies will be implemented in order to increase achievement in reading: brief constructed response (BCR) practice, in both reading and math, will be practiced through the implementation of the MCPS Curriculum Progress Guide in grades 3-5. Teachers will score the prompts using the MSA rubric and final data will be analyzed in grade level meetings with the reading specialist and math content coach for instructional implications. Students will also take monthly skills assessments developed by the Instructional Council. This data will be used to guide instruction. Once the data is collected and analyzed, teachers will adjust instruction to align with the results of the data. Re-teaching or extensions of content standards will be implemented.

It has been communicated to teachers that guided reading instruction is expected to occur every day for each student. To ensure that teachers are providing guided reading instruction, they complete a detailed daily guided reading plan for each reading group in their classroom. Training on the completion and use of this form will be provided by the reading specialist and staff development teacher. These plans are reviewed by the principal during daily walkthroughs. The focus teachers will provide additional support to identified students.

Specialists will model and coach teachers on the planning and implementation of literature circles in grades 3-5 to provide differentiated instruction for students who are performing above grade level. However, other students will have the opportunity to participate in literature circles later in the school year. The Junior Great Books program will be used in grades 2-5.

The leadership team, also, decided that the school focus would include providing a detailed math program based on students' needs. A Math B group has been formed to address the needs of students who are performing above grade level. Teachers are expected to provide instruction on the challenge objectives of the MCPS math curriculum to all students in their classes. This expectation will ensure the increase of students meeting the school system's goal of 80% of its students participating in Algebra by grade 8. In order to ensure teachers have the skills sets to provide appropriate instruction training has been scheduled on the use manipulatives and problem solving strategies in math.

Baldrige Category: STRATEGIC PLANNING

Science and social studies instruction will also be addressed. Teachers are focusing on the core skills in science such as required by the revised MCPS science curriculum and VSC. Instruction on these indicators will be taught during the reading block as well as the social studies and science blocks.

Teachers in grades Head Start through grade 5 will focus on differentiated instruction during daily reading groups. The reading groups at this grade level will be monitored through the use of anecdotal records, MCPS-AP, Standards-based Monitoring System. Students will be moved to different small reading groups based upon this data.

An after-school enrichment program will also be offered in order to target those children who scored within the high basic range or the low proficient range on the most recent MSA. The following assessments will also be used to determine grouping: mClass, MAP-R, Mathematics Unit Assessments and Reading Skills Assessments.

The administration has assigned three (3) focus teachers to work with specific grade levels in the analysis of student work and planning instruction. These teachers will collaborate with each classroom teacher to determine specific students who need small group interventions in reading and math and provide these interventions.

The following documents will be used in monitoring the plans as describe above. The data from these documents will be used in the data dialogue meetings and in monitoring the school's success in implementing the school improvement plan.

Baldrige Category: STRATEGIC PLANNING

Team Meeting Summary Sheet

This sheet is to be submitted to Ms. Simmons immediately following your meeting. Meetings are to be held bi-weekly.

Date: _____

Grade Level: _____

Strategic Plan Goal 1: Student achievement will increase in all curricular areas

PACING:

	Where are you in relation to the suggested pacing in the curriculum guide?	If you are not where the curriculum guide suggests, what challenges have you encountered?	What modifications will you make in your instructional program to meet the goals for the quarter?
Reading/Language Arts			
Writing			
Mathematics			
Social Studies			
Science			

ASSESSMENTS:

Formative Assessments: mClass/Running Records/Reading Assessments/Math Unit Assessments

What modifications will you make to your instructional program as a result of the information yielded by formative assessments administered? (Provide anchor papers and student work samples for benchmarks administered)

Explain

SUMMATIVE ASSESSMENTS: MSA/TN2

What instructional goals will you establish based on last years' (quarters') summative assessments?

Explain

Baldrige Category: STRATEGIC PLANNING

CAP NAMES:

Student Name/Homeroom	Concern: Is the student currently receiving modified instruction? ESOL? Special Education? GT?

Students referred for additional small group intervention:

Student Name	Reason for referral	Teacher interventions	Referred to	Goal

Names of students in danger of failing

Student Name	Subject (s)	1st quarter grade	2nd quarter grade	3rd quarter grade

Attendance concerns

Student Name	Number of unexcused absences/tardies	Parent Contact Dates

Parent Contacts

Student Name	Date of Contact	Information Discussed/
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Baldrige Category: STRATEGIC PLANNING

**II. Strategic Plan Goal 4 Safe and Orderly Environment – PBIS
Indicator(s):**

Logistical concerns, i.e. restroom usage, cafeteria behavior, hallway movement, etc.	Resolution:

Master Plan Goal 3 – Professional Development needs in order to accomplish goals

Calendar Items (Items from Master Calendar, Administrative Update, Teacher Responsibility Checklist, etc.):

Newsletter items turned in for the team (attach copy to this agenda – monthly) (cc: Natalie Thomas)

Baldrige Category: STRATEGIC PLANNING

WELLER ROAD ELEMENTARY SCHOOL
Focus Teacher/Para-Educator Weekly Caseload Report

Name: _____

Week Dates _____

Teacher	Time	Subject	Specific activities and skills in which you worked with students.

Student Caseload Information: Discuss specific children or groups you work with both in and out of the classroom and their progress.

Areas of Concern

Student's Name (Last, First)	Amount of Time w/ Student	Areas of Concern					How were students assisted <i>by you</i> to improve their individual academic performance in the classroom? Be specific.
		Grade	Rdg.	Math	W/Lang	Other	

Baldrige Category: STRATEGIC PLANNING

In addition to the action plans included in this document, Weller Road Elementary School has also adopted the following successful policies and practices concerning reading and mathematics that have the greatest likelihood of ensuring that all students enrolled in the school (including those who are in major racial, ethnic groups, Limited English proficient, low income, and disabled) will meet the state's proficient level of achievement.

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. Specific curriculum support staff serve as consultant and informal coach to each grade level. This provides a specific instructional resource and point of contact for math and reading.

Head Start Initiative: Weller Road Elementary School is participating in the Montgomery County Public Schools Head Start Initiative this school year. This initiative provides a full day program for head start students. There is one (1) Head Start class and one (1) Pre-K class.

Head Start is a pre-kindergarten 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.

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.

Baldrige Category: STRATEGIC PLANNING

The mathematics instructional block provided differentiation for all students schoolwide. The students are regrouped according to ability across in grades K-5. It is the expectation that all teachers will provide instruction on the challenge indicators as found in the instructional guides. This will enable Weller Road to meet the superintendent's plan for the development of acceleration classes. Weller Road provides an instructional program in mathematics for students who are capable to complete Math A and Math B curriculum indicators. These groups meet daily; the Math A group is instructed by a 5th grade teacher and the Math B group is instructed by the math content coach. The math content coach also provides support in the planning of the mathematics program in the school through training and data dialogue sessions with the classroom teachers.

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. This program includes a series of curriculum units designed to challenge students to read advanced texts and perform a variety of tasks in grades 2 through 5. 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. 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.

Reading Recovery: This program identifies first grade students who are significantly at risk. Students work one on one with a trained Reading Recovery teacher. Working on a text selected to provide an appropriate level of challenge, students are taught to integrate the three cueing systems: visual, meaning and structural, and too cross-check, self-monitor and self-correct while reading. We have a two .5 Reading Recovery teachers working with first grade students.

Junior Great Books Program: This program is proven to help students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Teachers in classrooms most often lead the program with students of mixed abilities as an integral part of the regular language arts curriculum

Baldrige Category: STRATEGIC PLANNING

Weller Road Elementary School uses Title I funds to incorporate additional activities after school, during the summer. Weller Road students participate in the Extended Learning Opportunities Initiative. This program consists of two components – extended year (summer) and extended day.

The Extended Learning Opportunities/Summer Adventures In Learning (ELO SAIL) – This 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-Extended Year Initiative seeks to:

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

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

Title I funds provide the following resources provided to Weller Road 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. The positions are:

- 3 Focus teachers
- 1 Classroom Teacher

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.

- 2.438 Paraeducator (4 positions to support classroom instruction)
- 1 Parent Community Coordinator

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

Baldrige Category: STRATEGIC PLANNING

Weller Road is participating in the MCPS Head Start initiative. Title I provides partial funding for one head start teacher and two paraeducator positions.

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

Weller Road 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.

Baldrige Category: STRATEGIC PLANNING

Parent Involvement

A Parent Involvement committee exists at Weller Road Elementary School. This committee is made up of teachers, the Title I instructional specialist, parents, and staff from the in-house, Linkages to Learning Department. This committee has been given the charge to create parent training activities and academic family events using funds from the Title I Parent Involvement budget. All activities will have a plan that ensures there is a solid connection to our MSDE and MCPS standards. We will utilize Weller Road staff and ensure that events held are inviting to the community by addressing the needs of the entire family. Funds have been allocated in the Parent Involvement Budget for hiring interpreters for these parent activities. In addition, parent support materials will be purchased and distributed to parents through informational and training opportunities provided by school personnel, Title I Instructional Specialist, and other MCPS resource personnel.

Title I funds will be used to purchase a parent community coordinator to provide parent outreach support to families each day. As this plan is monitored during the school year, the school improvement team, with parent input, will look at the feasibility to fund a full time position for a parent community coordinator during the next school year. Plans for parent involvement will also include the collaborative efforts of the Linkages Program housed at the school.

Weller Road has adapted their parent involvement policy to match the Title I District Level Policy and the Montgomery County Public School Parent Involvement Policy. Those documents are included in this section.

The parent involvement committee includes the school counselor, administration, members of the PTA executive board, and classroom teachers. The names of the parent members are listed below:

Sarah Hidalgo, parent
Zakia Blackwood, parent
Jennifer Estenos, ESOL teacher
Mary Saur, teacher
Anna Saladino, PCC
Jennifer Falcon, Reading specialist
Natalie Thomas, Title I instructional specialist
Theresa Seligman, Linkages, Case manager
Claudia Iglesias, Linkages, Site coordinator

Baldrige Category: STRATEGIC PLANNING

Weller Road Elementary School Title I Parent Involvement Plan: 2009-2010

Weller Road 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 a Parent Resource Room and Parent Community Coordinator at the school
- ✓ 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, Wheaton HS Cluster parent activities, and the M C Public Library
- ✓ Communicate information in a format and language that parents can understand whenever possible
- ✓ Provide reasonable support so parents may participate in school activities as much as possible, such as transportation and childcare



Accessibility

- ✓ Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless
- ✓ Provide information in a format and language 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

Baldrige Category: STRATEGIC PLANNING

2009-2010 Weller Road 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 timely feedback and opportunities to show what they know 	<p>As a parent, I will support education and believe that my child can reach high goals. I will:</p> <ul style="list-style-type: none"> talk to my child about what is happening in school and about the importance of working hard in school make sure my child goes to school every day on time make sure my child does homework and schoolwork regularly 	<p>As a student, I will do my best and work hard. I will:</p> <ul style="list-style-type: none"> come to school on time prepared to learn pay attention in class and ask questions when I don't understand complete all of my assignments follow the rules of the school
Parent-teacher conferences	<p>As a school, we will:</p> <ul style="list-style-type: none"> hold at least one parent-teacher conference annually assist parents in learning about ways they can help their children with homework and learning 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> attend meetings about what my child is learning ask questions about how I can help my child at home 	<p>As a student, I will:</p> <ul style="list-style-type: none"> know what is expected of me in all of my subjects talk to my family about things I am learning in school
Communication/frequent progress reports	<p>As a school, we will:</p> <ul style="list-style-type: none"> communicate with families about high academic standards, student progress and the school's overall performance communicate with families in a language that they can understand, when possible communicate with parents and students about academic progress and behavior through interims, report cards and parent-teacher conferences provide frequent communication through announcements, newsletters, and the school website to keep families informed of upcoming events 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> attend Back-to-School events, parent-teacher conferences and other school-sponsored programs communicate any concerns about my child's learning tell the teacher or school when I do not understand something that is sent home 	<p>As a student, I will:</p> <ul style="list-style-type: none"> talk to my family about things I like about school ask my teacher for help when I have problems with my schoolwork/homework share all schoolwork and notices with my family

Baldrige Category: STRATEGIC PLANNING

2009-2010 Weller Road Elementary School – Parent Compact

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

<p>Accessibility</p>	<p>As a school, we will:</p> <ul style="list-style-type: none"> • provide reasonable access to the school staff • make the school a friendly place for parents to meet, talk, and learn about their child’s education 	<p>As a parent, I will:</p> <ul style="list-style-type: none"> • attend PTA meetings, parent trainings, and other special activities • ensure that the school will be able to reach me at any time 	<p>As a student, I will:</p> <ul style="list-style-type: none"> • help other students • respect all students and adults
<p>Opportunities to be involved/volunteer</p>	<p>As a school, we will:</p> <ul style="list-style-type: none"> • encourage all families to volunteer and be involved in the school • 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

Baldrige Category: STRATEGIC PLANNING

**Weller Road Elementary School
2009-2010 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-Thomas	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- Simmons/Henry Parent Community Coordinator (PCC) - Saladino	Parent Involvement Plan Feedback	SANE Feedback	Ongoing Parent Involvement Committee	
3. Conduct parent meeting to disseminate information about the school's Title I schoolwide program and parental rights.	Title I Specialist	Title I Specialist Interpreter	SANE	October/November Title I Specialist	
4. Involve parents in planning, reviewing and improving the school's parent involvement program	PIC PCC	Survey feedback	SANE	Ongoing Parent Involvement Committee	

Baldrige Category: STRATEGIC PLANNING

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)
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 • ESOL and Special Education Accommodations 	Title I Specialist PIC School staff: ESOL teachers Reading Specialist Classroom teachers Resource Teacher	PowerPoint Parent Notification Interpreter Babysitters ConnectEd	SANE	Ongoing Title I Specialist	
7. Provide training to staff on the importance of family involvement and effective practices in conducting parent-teacher conferences	Staff Development Teacher- Brown Title I Specialist	Research articles Handouts	SANE	Mid November Title I Specialist	
8. Work with other agencies and programs that support parental involvement – Linkages to Learning; Wheaton HS Cluster Parent meetings, DFCEP	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, etc.)	Administration School secretary Teachers PCC DFCEP Title I Specialist	Interpreter Language Line School newsletters Notices ConnectEd Translation equipment School website	Newsletters Notices Handouts to parents ConnectEd	Ongoing Title I Specialist	

Baldrige Category: STRATEGIC PLANNING

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)
10. Provide parent training on what accommodations look like for students in grades 2-5.	ESOL tchrs. RS SDT PCC MCC	Accomodations descriptions IEP Babysitterss Books as prizes for those who attend	SANE Flyers Invitations Connect Ed message	November 2009- SIP team members	
11. Provide reasonable support so parents may participate in school activities as much as possible (i.e., transportation, babysitting)	Administration PCC	PTA Interpreter PIC Babysitters	SANE Flyers	Ongoing PIC Title I Specialist	
Accessibility					
11. Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless	Administration School Counselor PCC	Interpreter School Counselor ESOL teachers	SANE Flyers	Ongoing PIC Title I Specialist	
Other					
12. Inform parents about the Maryland Parent Information Resource Center	PCC Title I Specialist	Flyers School website	Newsletters	November 1 Title I Specialist	
13. Involve parents as active participants in the planning, review, and revision of the School Improvement Plan.	Administration PCC Title I Specialist	Accessible schedule Interpreter	SANE	July-September Review due quarterly to OSP	

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

Baldrige Category: STRATEGIC PLANNING

The following documents are the Montgomery County Public Schools parent involvement policies and regulations including the Title I District Level Plan.

Weller Road Elementary School accepts the Montgomery County Public Schools family involvement policy and has aligned its school level parent involvement plan accordingly.

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

Part I: General Expectations for Parent Involvement

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

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

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

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

1. Coordination and Support

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

Baldrige Category: STRATEGIC PLANNING

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.

2. 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

3. 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)

4. 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)

Baldrige Category: STRATEGIC PLANNING

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

5. 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).

6. 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).

7. 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))

Baldrige Category: STRATEGIC PLANNING

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

Baldrige Category: STRATEGIC PLANNING

- 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.

Baldrige Category: STRATEGIC PLANNING

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

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

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

Responsible Office: Deputy Superintendent

Parent Involvement

I. PURPOSE

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

II. RATIONALE

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

III. DEFINITION

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

1. Communicating
2. Parenting
3. Student Learning
4. Volunteering
5. School Decision-making and Advocacy
6. Collaborating with Community

IV. PROCEDURES FOR SCHOOLS

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

A. Each local school will include on its school improvement team: school staff, parents, and students (when appropriate) who reflect the rich linguistic and cultural diversity of the local school community.

B. The school improvement team should consider how parental involvement is incorporated into its School Improvement Plan.

C. Each local school should work in cooperation with parents, parent groups and PTAs, to develop and maintain a clear, regular two-way communication system that:

1. Provides information on issues such as: local school and school system policies, practices and regulations, including discipline procedures, instructional programs, opportunities for collaboration, school or system initiatives, regular student progress reports, assessments, and parent-teacher conferences, through a variety of traditional and non-traditional means such as, but not limited to, newsletters, school-parent orientation programs, checklists, web sites, and list serves
2. Solicits and considers parent comments and concerns, and makes use of parent talents
3. Strives to ensure that staff are accessible for parent-teacher communications
4. Uses the resources of the community and central offices

D. Work in cooperation with the PTA and other parent groups to support programs for parents to learn how to create and sustain a home learning environment by:

1. Sharing information, materials, and programs about how parents can:

Baldrige Category: STRATEGIC PLANNING

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

V. PROCEDURES FOR CENTRAL OFFICES

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

- A. Local schools in their comprehensive parent involvement efforts and in the use of interpreter and translation services whenever feasible

Baldrige Category: STRATEGIC PLANNING

B. Communication with parents about school system policies, practices, regulations, and other general information

C. Development of parenting programs and materials for all parents including those who are English language learners or have special needs. This may include the use of cable television, pamphlets, adult education courses, parent resource areas, parent information centers, and programs designed to orient new parents to MCPS by:

1. Providing materials and resources to inform staff and parents
2. Helping parents with school-related issues, resolving problems, and finding resources
3. Informing parents about the organization and function of the MCPS system
4. Disseminating information about school and community resources to parents and staff
5. Identifying and sharing successful parent involvement programs, plans, and activities for use by local schools

D. Countywide volunteer opportunities by providing appropriate information

E. The development of parent leadership through PTAs and other recognized groups

F. Collaboration with businesses, organizations, and other government agencies to gain support and assistance for parent involvement efforts

G. Information and training by:

1. Providing information for staff and parents to enable them to understand and support effective parent involvement
2. Providing training for parents and staff to develop positive communication skills, including cultural competence and collaboration skills, and parent outreach strategies
3. Including rationale for parent involvement in A & S training, as well as new principal and new staff training

H. Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family involvement practices in their training programs

I. Development of methods to accommodate and support parent involvement for all parents with special circumstances, including those who are English language learners, those with disabilities, and those living in poverty

J. Local schools to use the data obtained from a variety of sources, including such things as the MCPS parent surveys to develop their school improvement plans

Regulation History: New Regulation, August 21, 1991; revised July 21, 2003.

Baldrige Category: STRATEGIC PLANNING

Transition Strategies: Head Start/PreK to Kindergarten

Full-Day Head Start Initiative

Weller Road Elementary School is participating in the Montgomery County Public Schools Head Start Initiative this school year. This initiative provides a full day program for head start students. There is one (1) Head Start class and two (2) Pre-K classes.

Head Start is a pre-kindergarten 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.

Kindergarten Orientation

Kindergarten orientation is held each spring in order to give parents an opportunity to visit the school with their child. During this activity, information on the kindergarten instructional program and registration process is provided. There are also staff members available to answer questions about the school. To assist students from Head Start and the PreK program transition to kindergarten, the parents are encouraged to register their children for the summer ELO SAIL program.

During this summer program students are acclimated to the schedule and structure of a kindergarten classroom. A meeting is held for parents of these incoming kindergarten students to provide them with toolkits made by the MCPS Retired Teachers Association. The parents are trained on how to use the materials in the toolkits such as number lines, manipulatives, and reading materials to help their child at home.

Welcoming New Students

The counselor and a student government member transition students who transfer to the school with a private tour. The new student is assigned a buddy to help them get acclimated to the school. Personal contact is made with parents to discuss school expectations.

Transitioning to Middle School

Fifth grade students and their parents attend an information meeting, conducted by MCPS staff, about the Middle School Magnet Consortium programs. This information meeting helps students make a decision about which middle school program they will attend for 6th, 7th, and 8th grades. Staff from Loiederman Middle School meets with Weller Road fifth graders to answer any questions they have and meet with the fifth grade teachers to ensure appropriate course selection for students.

Baldrige Category: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

The leadership team determined that teachers would look at various types of data as listed on the MyMCPS System to make effective instructional decisions for each of their students.

- Kindergarten teachers will use MCPSAP data: high frequency words, letter id, and phonemic awareness subtests and concepts about print, as well as math unit assessments.
- First grade teachers will use MCPSAP data as listed above in addition to reading comprehension skills and math unit assessments.
- Second grade teachers will use MCPSAP data including comprehension skills, TN2 data, and math unit assessments
- Grade 3 teachers will use MCPSAP and TN2 data from grade 2, current MAP-R data and math unit assessments.
- Grade 4 teachers will use Grade 3 MSA scores, MAP-R data, and math unit assessment scores.
- Grade 5 teachers will use Grade 4 MSA scores and MAP-R scores, current MAP-R scores and math unit assessment scores.

All teachers will use report card information from previous years during their data analysis. Title I funds for substitutes are used for .5 day teacher coverage so that teachers are able to meet as a grade level with the reading specialist, math focus and staff development teachers.

It has been decided that formative assessments developed by the reading specialist for each reading comprehension strand listed in the VSC will be administered to students in grade 3 - 5 monthly. These formative assessments will include multiple choice items and brief constructed responses. They will be scored for student proficiency.

The teachers will participate in monthly data meetings to analyze and discuss student progress. The instructional program will be adjusted based on identified student needs.

Baldrige Category: PROCESS MANAGEMENT
Monitoring School Performance

The following structures have been implemented to ensure that all areas of the school improvement plan are monitored.

Structure	Persons Responsible	When	Goal
Collaborative Planning	Team members Reading specialist Math Focus Teacher Staff Development Teacher Administration Title I instructional specialist	Biweekly (Block scheduling has been implemented to maximize instruction)	Collaborative lesson planning, data-driven instructional decision-making Grade level teams meet to plan the following weeks' lessons based on student need. The teachers analyze the student work and complete team planning sheets for reading and mathematics. Reading plans must include specific plans for guided reading instruction as well as whole group instruction. Math plans must include the challenge indicators for that week's instruction as well as reteaching lessons. It is expected that all students will be taught the challenge indicators as found in the curriculum guides.
Instructional Council	Administration Staff Development Teacher Focus Teachers Reading Specialist Special Education Teacher Title I instructional Specialist	Biweekly	The focus teachers will review the referral forms completed by the teacher. This form is used to communicate the needs of specific students for small group instruction that will reinforce skill deficits. The instructional council will continue to look at specific data as it relates to students in the subgroups who are making AYP using the confidence intervals and other students who are at risk of not meeting proficiency standards.
Grade level CAP Meetings	Grade level teams ESOL teachers School counselor	Biweekly	Teachers discuss student progress using the CAP problem-solving process to provide interventions for students.

Monitoring forms will be used in all grade levels and will be maintained in Excel spreadsheets. Examples of the data being monitored are listed below for kindergarten and grade 3.

Kindergarten:

- Letter Naming
- Word Recognition
- Text Level
- 6 Traits for Writing (by quarter)
- Math Unit indicators

Grade 3:

- Text Level
- Monthly Reading Assessments
- MAP-R
- 6 Traits for Writing (by quarter)
- Basic Facts
- Math Unit indicators

Baldrige Category: PROCESS MANAGEMENT

The reading specialist will develop the agenda with the principal, for each monthly meeting of the School Improvement Team. The team will review the action plans to determine whether the school goals have been implemented successfully. Using the Baldrige process the following quality tools will be used in monitoring the SIP during school improvement team meetings, instructional council meetings, staff meetings, and grade level meetings:

- Use PDSA to address specific issues regarding sections of the SIP and issues in the school.
- Affinity Diagrams to categorize questions/statements during the monitoring of the action plans.
- Use Plus/Deltas to evaluate each of the training sessions in the professional development action plans and to evaluate each of the leadership meetings.
- Flow charts to determine if the school is following the school improvement as written.

Throughout this process the School Improvement Plan will be revised as needed.

