

# School Improvement Plan Germantown Elementary School 2009- 2011

**Germantown Elementary School is a community committed to preparing our students for an increasingly global society. Germantown Elementary Staff will collaborate with students, parents, and community members to promote academic excellence for our lifelong learners reflecting a respectful, responsible, and safe environment.**

## SECTION I

### Executive Summary

Germantown Elementary is the premier school of Annapolis, Maryland. The school is diverse in ethnicity and socioeconomic background. Our student population is disaggregated as follows: 30% African American, 44% Latino, 23% White, 2% Asian/Pacific Islander, and 1% Native American. Students identified with Special Education needs comprise 9% of the total population, and another 1% is supported with 504 plans for health reasons. 40% of our students are Limited English Proficient, accessing services from one of the largest ESOL programs in the county. 76% of our students qualify for Free and Reduced Meals.

The vision for Germantown is to be the “Premier School.” We strive to accomplish this by teaching and expecting our learners to follow a Code of Conduct which entails being respectful, responsible and safe. In addition, high expectations for all learners are supported by a number of school-wide initiatives, including a vocabulary program, thinking maps, differentiated instruction and brain-based learning. Staff members are trained in cultural proficiency and an equity team has been formed to support Germantown’s effort to become a culturally proficient school. We value our parents and the community as partners in our students’ success, and our shared vision ensures that parents are involved in decision-making that will impact achievement.

Students are evaluated based on DIBELS, MSA, County Reading Benchmarks, Running Records, Fluency Checks, County Math Benchmarks and Math Topic Tests. Through SIT, data is analyzed by the whole school, student groups, grade level, and individual. During collaborative planning meetings, teachers and support staff analyze data for the grade and begin discussing the strategies, interventions and flexible grouping that will take place as a result of the data.

The student groups targeted are African Americans, FARMS, ELL, and Special Education. Germantown will continue to provide students with Extended Day (1-5), Extended Year (K-5), and Saturday School (3-5) programs in reading and math for below level/at-risk students. *Early Reading Intervention, Language for Learning, Quick Reads, Soar to Success, Voyager Passport, Corrective Reading, Wilson, and FasTT Math* will continue as research based intervention for students.

New initiatives are *Do the Math*, Comprehension Toolkit, and Treasure Chest ELL. Small group instruction for reteaching/preteaching occurs during workshop and math instruction. These groups are flexible and change depending on students understanding of reading and math standards. Interventionists provide teachers with support by co teaching or working with small groups using the initiatives in place.

All staff members have been deemed with the “highly qualified” status by Human Resources. Human Resources generates a list of highly qualified teacher candidates used during the interview process when hiring new teachers. Job fairs are also in place giving the opportunity to hire teachers with background and experience working with students of similar backgrounds. All Instructional Assistants have either taken the ParaPro or are in the process of receiving a degree making the highly qualified status.

Professional development is an ongoing process based on the needs of all students with a focus on the lowest achieving students. Staff members and administrators analyze data, plan interventions, implement ideas, monitor data, and reflect on progress. Leaders also conduct walk throughs, observations, and supervisory visits as well as reflect on grade level meeting minutes to conclude the type of staff development needed for teachers.

Staff members and administrators continue to receive staff development through professional development opportunities such as Differentiated Instruction, AVID, Thinking Maps for ELL, Dimensions of Learning, Daily 5, Brain Based Learning, and Cultural Proficiency. Staff members attend conferences to gain knowledge of the newest educational research on the topic. Implementation of learned ideas is observed in the classroom setting to see if further training for the whole staff is needed. Staff members have the opportunity to evaluate and reflect on staff developments and contribute ideas for future professional growth through staff development and conferences.

Highly qualified teachers are attracted to our school by receiving a yearly stipend for working in a challenging school as well as receiving a yearly performance stipend. Teachers are given opportunities for professional growth by attending conferences and receive stipends for additional professional development on analyzing data and planning with grade level teachers as well as resource teachers.

Germantown strives to increase family engagement in school planning and the decision making process by getting the word out to the community. Translated flyers, Connect Ed, and personal phone calls are a key part of communicating to families. PTA uses the parent directory to email parents about upcoming events. Also, community meetings by the administrators help communicate the schools view and relay to parents the importance of being stakeholders in school planning. Teachers also conduct parent teacher conferences, with a translator if needed, to communicate with parents the importance of parent involvement in the school.

Our parent liaison helps create a line of communication between parents and the school. The liaison gathers the talents of volunteers through a checklist, organizes the information, conducts training sessions for new volunteers and sets up days and time for parents to be an integral part of student learning in the classroom. The liaison makes phone calls informing parents of upcoming events and appointments made at the school.

Many community and business partners lend a helping hand to teachers and students. With the help of these partnerships, students are able to receive incentives to support academic success and to reinforce social behaviors in support of PBIS.

Data analysis helps focus events by bringing weak content standards to the fore front of each event. Families go home with a better understanding of grade level standards and provide the information and materials needed to practice these content standards at home with students.

Back to School Night, September 13<sup>th</sup>, is an opportunity to conduct the Title I parent orientation and give parents information about the upcoming school year in regards to school policies and student expectations. All event dates are shared with parents during this event and signup sheets are displayed for volunteering and Guest Reader Days. *We're All in the Game* parent input meeting is held at the end of the year. Translated flyers and personal phone calls go out to parents in an attempt to ensure all parents are represented for the event. Parents review the Home School Compact and the Parent Plan during the event. With parent input, the documents are revised each year to better suit the needs of all our families.

A middle school transition meeting for fifth grade parents is scheduled in the fall to provide parents with information about all the middle school programs at Bates Middle School, Annapolis Middle School, and The Seed School. Also, four *Ready @ 5* Learning Parties are scheduled in the first two quarters of the school year to provide PreK parents' information about the transition from Prek to kindergarten.

Teachers are involved in the gathering, analyzing, and interpreting data through collaborative planning meetings, StIT, and being an active member of the School Improvement Team. During this time data is analyzed and we discuss next steps for students. Through collaborative planning, teachers are able to discuss with colleagues difficulties they are having with students and select different strategies to help them.

A data analysis system is in place to identify and monitor academic success. Small group instruction and the co teaching model are in place where the academic concern is high. Through StIT, teachers discuss students struggling in the classroom. As a group, strategies are offered and monitoring of student progress continues. Documentation is derived from grade level meetings, vertical team meetings, assessment notes and scores.

Due to new federal Regulations for Title I funding, the Germantown PTA now supports our PBIS school wide discipline program. After school and parent involvement activities will also be funded by the 21<sup>st</sup> Century Learning Centers Grant, pending its approval. Coordination and integration of federal, state, and local services and programs is illustrated on the *Coordination of Funds* chart.

### **Goal I: Academic Achievement**

- *Plan and deliver instruction using the components of the Open Court Reading program as directed by county generated pacing guides. The focus for reading will be on inquiry, investigation and intervention as appropriate to meet the students' academic needs*
- *Meet regularly in Professional Learning Communities to gather, analyze, and implement data-driven recommendations into instruction. Administer, score, and analyze county reading and math assessment to plan effective instruction and remediation of skills*
- *Implement research based reading intervention programs (Early Reading Intervention, Voyager, Corrective Reading, SOAR to Success) to meet the needs struggling readers*
- *Implement a school wide reading incentive program to promote a positive attitude toward reading*
- *Model and utilize exemplars to teach SRs and BCRs across the curriculum*
- *Recognize student achievement through quarterly awards assemblies*

- *Implement school-wide reading homework K-5 (Mon-Thurs)*
- *Model and expect students to use math vocabulary in oral and written communication (BCRs)*
- *Continue to use “Cold Reads” on a weekly basis to assess comprehension skills*
- *Drill math facts on a weekly basis using new and creative strategies*
- *Continue mainstreaming Regional students into the comprehensive school with plans of students returning to home schools*
- *Utilize CDM to monitor and evaluate student academic and behavioral progress*
- *Incorporate the use of technology, Book Fairs, the Monthly Reading Incentive Program, Chessie, Black-Eyed Susan programs, and engaging members of the community as guest readers to promote a positive attitude toward reading.*
- *Promote a positive attitude toward math by engaging students in daily math facts practice, use of math manipulatives, instruction that is differentiated, using technology, providing professional development and engaging students in problem-solving activities and programs such as the 24 Game, Hands on Equations, and M3.*

### **Goal II: Safe and Orderly Schools**

- *Continue to implement PBIS “On-Track” behavior expectations and recognize positive behaviors*
- *Newsletters, phone calls, e-mails and student planners will be utilized to effectively communicate with parents and staff.*

### **Goal III: Community Collaboration**

- *Maintain community partnerships to reward student achievement through certificates and incentives*
- *Serve as Professional Development School for UMBC, AACC, and Annapolis High School*
- *Continue PBIS training for bus drivers, TAs, TSAs, Open Door, and Lunch Monitors*
- *Promote a welcoming and collaborative environment that encourages community and parent volunteers to participate in school events*
- *Develop partnerships with community organizations*

## Germantown Elementary School Improvement Plan 2009 - 2011

### I. Academic Achievement - Reading

**Goal I: (Reading-Academic Achievement)**

**Indicator:** By the end of the 2011/2012 school year, 85% of students in each NCLB student group in grades 3, 4, 5 will perform at proficient or advanced level in reading on the Maryland School Assessment (MSA).

**Indicator:** By the end of 2011/2012 school year, 50% of students in each NCLB student group in grades 3, 4, and 5 will perform at the advanced level in reading on the Maryland School Assessment (MSA).

**Indicator:** By the end of 2011/2012 school year, 85% of 2<sup>nd</sup> grade students will score proficient or above on the third AACPS Reading Benchmark Assessment.

**Statement of Need:**

**On the 2008 Maryland School Assessment (MSA), 73.3% of grades 3, 4, and 5 students scored at proficient or advanced level of achievement in reading: 65.5% of the third graders, 76.9% of the fourth graders, and 76.7% of the fifth graders. On the 2009 MSA, 70.5% of grades 3, 4, and 5 students scored at proficient or advanced level of achievement in reading: 53.6% of the third graders, 75.4% of the fourth graders, and 85% of the fifth graders. On the 2010 AACPS Third Reading Benchmark Assessment, 52 % of second graders scored at proficient or above. On the 2010 MSA, 76% of grades 3, 4, and 5 students scored at proficient or advanced level of achievement in reading: 81% of the third graders, 71.7% of the fourth graders, and 73.8% of the fifth graders.**

Student Group	06-07 Advanced & Proficient			07-08 Advanced & Proficient			08-09 Advanced & Proficient			09-10 Advanced & Proficient		
	3	4	5	3	4	5	3	4	5	3	4	5
All	76.9%	83.6%	75.9%	65.5%	76.9%	76.7%	53.6%	75.4%	85%	81%	71.7%	73.8%
African American	74.1%	81.5%	63%	54.6%	71.9%	66.7%	53.1%	54.6%	85.7%	66.7%	56.5%	75%
Native American/Alaskan	N/A	N/A	N/A	100%	N/A	N/A	N/A	0%	N/A	N/A	N/A	N/A
Asian/Pacific Islander	100%	100%	N/A	N/A	100%	100%	N/A	100%	100%	N/A	N/A	N/A
Hispanic	60%	72.2%	82.4%	63.6%	62.5%	78.6%	37.5%	87%	68.8%	85%	80%	64.3%
White	100%	100%	92.9%	90%	100%	92.3%	84.6%	92.9%	100%	100%	83.3%	93.9%
ELL	50%	50%	70%	46.7%	44.4%	71.4%	27.8%	71.4%	63.6%	91.7%	78.9%	46.2%
FARMS	64.1%	78.1%	70.6%	54%	62.5%	72.1%	40.8%	67.4%	79.4%	70.6%	65.9%	64.4
Special Education	25%	80%	42.9%	42.9%	50%	33.3%	40%	55.6%	50%	50%	28.6%	50%

On the 2008 Maryland School Assessment (MSA) 21.7% of grades 3, 4, and 5 scored at the advanced level of achievement in reading: 5.5% of the third graders, 20% of the fourth graders, and 38.3% of the fifth graders. On the 2009 MSA, 17.4% of grades 3, 4, and 5 students scored at the advanced level of achievement in reading: 2.9% of the third graders, 11.5% of the fourth graders, and 40% of the fifth graders. On the 2010 MSA, 22.8% of grades 3, 4, and 5 students scored at the advanced level of achievement in reading: 20.6% of the third graders, 11.7% of the fourth graders, and 36.1% of the fifth graders.

<i>Student Group</i>	<i>06-07 Advanced</i>			<i>07-08 Advanced</i>			<i>08-09 Advanced</i>			<i>09-10 Advanced</i>		
	3	4	5	3	4	5	3	4	5	3	4	5
<b>All</b>	21.5%	16.4%	19%	5.5%	20%	38.3%	2.9%	11.5%	40%	20.6%	11.7%	36.1%
<b>African American</b>	11.1%	11.1%	7.4%	0%	12.5%	26.7%	3.1%	4.6%	28.6%	8.3%	13%	18.8%
<b>Native American/Alaskan</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian/Pacific Islander</b>	0%	33.3%	N/A	N/A	0%	66.7%	N/A	0%	71.4%	N/A	N/A	N/A
<b>Hispanic</b>	0%	16.7%	11.8%	4.6%	6.3%	42.9%	0%	17.4%	25%	15%	4%	25%
<b>White</b>	64.7%	23.1%	50%	20%	50%	53.9%	7.7%	14.3%	71.4%	44.4%	25%	73.3%
<b>ELL</b>	0%	0%	10%	0%	0%	14.3%	0%	0%	9.1%	16.7%	0%	0%
<b>FARMS</b>	2.6%	9.8%	2.9%	5.1%	7.5%	27.9%	0%	7.0%	29.4%	11.8%	6.8%	33.3%
<b>Special Education</b>	0%	20%	0%	0%	0%	0%	0%	0%	0%	33.3%	0%	25%

**Annual Objective:**

By the end of the 2010 – 2011 school year, 25% of students in each NCLB student group in grades 3, 4, and 5 will score advanced in reading on the Maryland School Assessment (MSA) **and** the percentage of students scoring proficient or advanced will increase by 5%.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when completed
Increase rigor in reading instruction by incorporating Differentiated Instruction and Higher Order Thinking Skills so that students are appropriately challenged across all curricular areas		Walter Reap Reading Resource Team	Reading Team Classroom Teachers Special Educators ESOL Teachers Talent Development University of Maryland Interns	Staff Development DOL Cards Thinking Maps Quick Flip Question for the Revised Bloom's Taxonomy Master Instructional Strategies Flip Book	<ul style="list-style-type: none"> <li>• Bulletin Boards</li> <li>• Grade Group Minutes</li> <li>• Reading Collaboration Team Minutes</li> <li>• PD Agendas</li> <li>• Classroom observation</li> <li>• Plan Books</li> <li>• Student Work</li> </ul>	Ongoing Through June 2011
Differentiate instruction by utilizing and analyzing pre-assessments and formative assessments prior to implementing flexible grouping based on student need (readiness, interest, learning profile)	✓	Walter Reap Reading Resource Team	Reading Team Classroom Teachers Special Educators ESOL Teachers Talent Development University of Maryland Interns	Staff Development Benchmark Protocol Guiding Question Sheet	<ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Classroom observation</li> <li>• Plan Books</li> </ul>	Ongoing through 2011
Utilize vertical teaming as a means of collaboration to increase teacher understanding of SC content standards and student expectations across grade levels		Walter Reap Resource Team	Reading Team Classroom Teachers Special Educators ESOL Teachers Talent Development University of Maryland Interns	Staff Development Guiding Question Sheet	<ul style="list-style-type: none"> <li>• Schedules</li> <li>• Team Meeting Minutes</li> <li>• Following Monthly SIT Meetings</li> </ul>	Ongoing through 2011

<p>Implement collaborative planning so that a more critical analysis of student work occurs across grade levels</p>		<p>Walter Reap Resource Team</p>	<p>Reading Team Classroom Teachers Special Educators ESOL Teachers Talent Development University of Maryland Interns</p>	<p>Staff Development Benchmark Protocol Guiding Question Sheet</p>	<ul style="list-style-type: none"> <li>• Schedules</li> <li>• Plan Books</li> </ul>	<p>October 2010 Follow up as needed</p>
<p>Augment reading instruction with high interest reading &amp; challenging materials to promote a culture of independent thinkers</p>		<p>Walter Reap Reading Resource Team</p>	<p>Reading Team Classroom Teachers Special Educators ESOL Teachers Talent Development University of Maryland Interns</p>	<p>X Zone William &amp; Mary Junior Novels <i>The Daily 5</i> <i>The Café Book</i></p>	<ul style="list-style-type: none"> <li>• Reading Planning Minutes</li> <li>• Plan Books</li> <li>• Classroom Observation</li> <li>• Walk Through Checklist</li> </ul>	<p>Ongoing through 2011</p>

## Germantown Elementary School Improvement Plan 2009 – 2011

### I. Academic Achievement - Math (Comprehensive Needs Assessment)

#### Goal I: (Math-Academic Achievement):

**Indicator:** By the end of the 2011/2012 school year, 85% of students in each NCLB student group in grades 3, 4, 5 will perform at the proficient or advanced level in math on the Maryland School Assessment (MSA).

**Indicator:** By the end of 2011/2012 school year, 50% of students in each NCLB student group in grades 3, 4, and 5 will perform at the advanced level in math on the Maryland School Assessment (MSA).

#### Statement of Need:

On the 2008 Maryland School Assessment (MSA), 74.3% of students in grades 3, 4, and 5 scored at the proficient or advanced level of achievement in math: 64.9% of the third graders, 83.3% of the fourth graders, and 73.4% of the fifth graders. On the 2009 MSA, 69% of students in grades 3, 4, and 5 students scored at the proficient or advanced level of achievement in math: 49.3% of the third graders, 78.7% of the fourth graders, and 81.7% of the fifth graders. On the 2010 MSA, 81.6% of students in grades 3, 4, and 5 students scored at the proficient or advanced level of achievement in math: 83.6% of the third graders, 83.9% of the fourth graders, and 78.9% of the fifth graders.

Student Group	06-07 Advanced & Proficient			07-08 Advanced & Proficient			08-09 Advanced & Proficient			09-10 Advanced & Proficient		
	3	4	5	3	4	5	3	4	5	3	4	5
All	75.8%	85.3%	81%	64.9%	83.3%	73.4%	49.3%	78.7%	81.7%	83.6%	83.9%	78.9%
African American	74.1%	88.9%	74.1%	50%	71.9%	70%	37.5%	59.1%	78.6%	69.6%	81.8%	62.5%
Native American/Alaskan	N/A	N/A	N/A	0%	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0%	100%	N/A	0%	100%	75%	N/A	100%	100%	N/A	N/A	N/A
Hispanic	61.9%	77.8%	82.4%	73.9%	87.5%	64.7%	50%	82.6%	68.8%	84.2%	82.6%	76.0%
White	100%	84.6%	92.9%	90%	100%	92.3%	76.9%	100%	100%	100%	90.9%	100%
ELL	46.7%	60%	70%	64.7%	80%	45.5%	44.4%	78.6%	54.6%	76.9%	77.8%	68.4%
FARMS	65%	82.9%	73.5%	62.5%	75%	69.6%	38.8%	74.4%	67.7%	72.7%	78%	74.4%
Special Education	25%	60%	42.9%	47.9%	50%	50%	10%	44.4%	25%	66.7%	50%	50%

On the 2008 Maryland School Assessment (MSA) 22.5% of students in grades 3, 4, and 5 scored at the advanced level of achievement in math: 14% of the third graders, 34.9% of fourth graders, and 17.2% of fifth graders. On the 2009 MSA, 21.1% of grades 3, 4, and 5 students scored at the advanced level of achievement in math: 5.8% of the third graders, 34.4% of the fourth graders, and 25% of the fifth graders. On the 2010 MSA, 33.7% of grades 3, 4, and 5 students scored at the advanced level of achievement in math: 38% of the third graders, 40% of the fourth graders, and 23% of the fifth graders.

Student Group	06-07 Advanced			07-08 Advanced			08-09 Advanced			09-10 Advanced		
	3	4	5	3	4	5	3	4	5	3	4	5
All	21.2%	27.9%	10.3%	14.0%	34.9%	17.2%	5.8%	34.4%	25%	38%	40%	23%
African American	18.5%	7.4%	0%	0%	28.1%	10%	0%	13.6%	17.9%	20.8%	34.8%	6.3%
Native American/Alaskan	N/A	N/A	N/A	0%	N/A	N/A	N/A	0%	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0%	66.7%	N/A	0%	0%	25%	N/A	0%	50%	N/A	N/A	N/A
Hispanic	9.5%	33.3%	11.8%	21.7%	18.8%	29.4%	0%	39.1%	0%	20%	32%	25%
White	41.2%	53.9%	28.6%	30%	68.8%	15.4%	30.8%	64.3%	64.3%	83.3%	34.8%	25%
ELL	0%	10%	0%	11.8%	0%	9.1%	0%	14.3%	9.1%	8.3%	26.3%	0%
FARMS	10%	19.5%	2.9%	15%	20%	17.4%	0%	25.6%	8.8%	17.6%	31.8%	20%
Special Education	0%	20%	0%	14.3%	0%	0%	0%	11.1%	0%	16.7%	14.3%	8.3%

**Annual Objective:**

By the end of the 2010 – 2011 school year, 25% of students in each NCLB student group in grades 3, 4, and 5 will score advanced in math on the Maryland School Assessment (MSA) **and** the percentage of students scoring proficient or advanced will increase by 5%.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when completed
Differentiate instruction by utilizing and analyzing pre-assessments and formative assessments prior to implementing flexible grouping based on student need	✓	Walter Reap	Math Project Tchr Classroom Tchrs Special Ed Tchrs ESOL Teachers	Staff Development in Data Analysis and Differentiated Instruction Math Data Template	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• PD Agendas</li> <li>• Assessment Data</li> </ul>	Ongoing through June 2011
Provide teacher training in methodology to promote mathematical reasoning so that rigor is increased in math instruction		Walter Reap	Math Project Tchr Talent Development Tchr Classroom Tchrs	24 Game Hands-On Equation program materials Understanding Math (K-3) Understanding Numeration (4-10) Math Journals Thinking Maps	<ul style="list-style-type: none"> <li>• PD Agendas</li> <li>• Classroom Observations</li> <li>• Plan Books</li> </ul>	Ongoing training as needed through June 2011
Implement collaborative planning so that a more critical analysis of student work occurs across grade levels		Walter Reap	Resource Team Classroom Tchrs Special Ed Tchrs ESOL Tchrs	Math Project teacher attendance at Math Office Collaborative Planning Training Benchmark Protocol	<ul style="list-style-type: none"> <li>• PD Agendas</li> <li>• Classroom Observations</li> <li>• Plan Books</li> </ul>	October 2010 follow-up as needed

Implement collaborative planning for general education, ESOL, and special education teachers engaged in co-teaching so that all students are instructed using SC content standards at grade level		Walter Reap	Math Project Tchr Classroom Tchrs Special Ed Tchrs ESOL Teachers	Meeting Opportunities	<ul style="list-style-type: none"><li>• Schedules</li><li>• Plan Books</li></ul>	Ongoing through June 2011
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## Germantown Elementary School Improvement Plan 2009– 2011

### III. Community Collaboration

**Goal III (Community Engagement):**

**Indicator:** By the end of the 2011/2012 school year, Germantown Elementary School will maintain and increase partnerships with community organizations, as well as increase family participation in school programs by encouraging families to participate in school life.

**Statement of Need:**

During the 2008-09 school year, Germantown Elementary School had working relationships with the following community entities: Chick fil A, Maggie Moos, Old Country Buffet, Chevy’s, Arts Council of Anne Arundel County, Burger King.

During the 2008-09 school year, Germantown Elementary School sponsored the following Parent/Family Events: Back to School Night, International Night, PreK Math and Reading Nights, K Interact Theatre, Guest Reader Days, Hooked on Learning, Hispanic Parent Workshops, Muffins with Moms, Donuts with Dads, National African American Parent Involvement Day (NAAPID) Coffee and Conversation.

**Annual Objective:**

By the end of the 2010 – 2011 school year, Germantown Elementary School will increase community collaboration/partnerships and parent participation in school activities. Data will be collected to determine if involvement is reflective of our school population.

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when completed
Increase parent/community participation in school activities by hosting community events		Walter Reap	Reading Teacher Math Lead Teachers Talent Development Teacher Classroom Teachers and all Staff	Parent involvement training/binder Handouts After-School Parent Meetings Technology	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Sign-in Sheets</li> <li>• SIT Minutes</li> </ul>	Spring 2010 and Spring 2011
Host a minimum of one meeting outside of the school building to better facilitate participation in school programs of historically uninvolved parents.	✓	Walter Reap	Volunteer Coordinator Community Collaboration Committee Parent Community Liaison Community Business	Community Centers Faith-Based Community Business Partnerships PTA Teresa Tudor, Div. of Student Support Linda Redwine-Bell, Ft.	<ul style="list-style-type: none"> <li>• Meeting Flyers</li> <li>• PTA/School Sponsored Community Family Events</li> <li>• Record of Contacts within the community</li> <li>• SIT Minutes</li> </ul>	October 19 & 20 2009  Fall 2010

			Liaison Community Members Teachers and school staff	Meade School Liaison Officer		
Add and modify existing family and parent events to maximize the impact on academic achievement for all student groups.	✓	Walter Reap	School Improvement Team Subcommittee, Volunteer Coordinator, Hispanic Parent Liaison, Parents/Community Members, Teachers and Staff	Community Centers Faith-Based Community Business Partnerships PTA Teresa Tudor, Div. of Student Support	<ul style="list-style-type: none"> <li>• Event Flyers</li> <li>• PTA/School Sponsored Community Family Events Sign in sheets</li> <li>• SIT Minutes</li> <li>• Evaluations and Surveys</li> </ul>	Ongoing through June 2011

Anne Arundel County Public Schools  
NCLB TITLE I PARENT INVOLVEMENT PLANNING SHEET  
 2010-2011



**General Expectations for Parent Engagement:**

Germantown Elementary School actively seeks community involvement that mirrors our school demographics. We are able to capitalize on the diversity of our students by using available resources to provide outreach events which educate community members on various aspects of our school culture. Workshops for parents aid in expanding their skills and resources to strengthen their positions as leaders of their family. We provide them with the tools and techniques to support their children’s learning in school and at home. As a staff, we agree to have programs, activities, and procedures for the involvement of parents that are consistent with Title I, Part A Section 1118 of the No Child Left Behind Act. In addition, we encourage parents to visit and utilize local parent resources provided by Anne Arundel County’s Parent Resource Center as well as the State’s Parent Involvement Resource Center (PIRC). This plan was developed and revised annually with input from parents and is distributed to all parents at the beginning of the school year.

Activity Date	Event Title	Description Of Event	MSDE’s Adopted Requirements for Building Parent Involvement Capacity
<b>In order to assist parents in understanding Title I requirements, state curriculum, state and county assessments and how to monitor a child’s progress, we will provide parents with materials and training through the following events...</b>			
August 2010	Sneak a Peek at your Seat	Staff members will take a community walk to advertise the event by passing out flyers in English and Spanish. This event is a wonderful opportunity to visit the school and be introduced to the staff of Germantown. Families will meet the student’s teacher, sneak a peek at the classroom and have a chance to join the PTA and various volunteer committees.	#2, #3, #5
September 13, 2010	Back to School Night	Parents have an opportunity to hear an overview of the Title I program, and Title I district meetings/workshops, instructional programs and meet classroom teachers. Information will be given to parents about school wide policies, grade level instructional expectations, activities for skill reinforcement in reading and math and volunteering opportunities. A bilingual facilitator will be available to assist Spanish-speaking parents. Evaluations will be distributed to provide feedback to school staff regarding the event.	#1, #2, #3, #5, #6

October 28, 2010	Munchkins, Men, & Math	Fathers/Caregivers are invited to eat breakfast with their children. During this time, fathers and sons/daughters will practice a weak math standard from benchmark assessment. Dads will be able to take home the provided materials so additional practice can take place at home. An invitation to be a Watch D.O.G.S. will also take place. Dads will become familiar with the program and have an opportunity to sign up to be a part of it. Dads will commit to volunteering at least once a year to help create a more safe and secure learning environment for students.	#1, #2, #5, #6
October 28, 2010 February, 2011 May, 2011	Guest Reader Day	Three times a year, parents and community members are invited to come in and read aloud to students. Our goal is to encourage our students to be lifelong readers.	#2, #3, #6
November 2010	Hooked on Learning	Families are invited to participate in a variety of learning activities. As part of a rotation of events, families will play, make, and take home hands-on educational games and activities that follow the Maryland content standards. Other activities will include modeling of reading aloud and writing activities that parents can do with their children. This event will coincide with American Education Week.	#1, #2, #5, #6
November 2010	Hooked on Science	Families are invited to see and discuss science projects created by students. Stations will be set up so students can explore the world of science through hands-on experiments.	#1, #5, #6
Throughout the School Year	WATCH D.O.G.S.	Fathers, father figures, and community members help to create a more safe and secure learning environment in our school by volunteering at least once a year in school activities.	#1, #2, #3, #4, #5, #6
January 12, 2010	Parent Workshop: Songbuilding	Parents and kindergarten students participate in a workshop in which students sing songs while being introduced to various musical instruments and musical styles. The children also write and record an original song.	#1, #2, #5, #6
February 2011	International Night	Families are the opportunity to recognize and celebrate the cultural diversity of Germantown Elementary students. Grades will display different cultures including music, food, dance, and cultural games.	#3, #5, #6
May 6, 2011	Morning Math	Mothers/Caregivers and their children come in to eat breakfast together. During this time they will be playing take-home educational math games. They will be encouraged to continue playing the games at home as a family. Valuable input will be collected from participants via a survey designed to assist us in obtaining data for our year-end parent meeting.	#1, #2, #5, #6

June 2011	Grand Friends Day	Grand friends will come in to visit classrooms and sneak a peek at the standards being taught at each grade level. They will also be involved in classroom activities that meet the content standards of the grade.	#1, #2, #5, #6
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**In order to capitalize on the diversity of our population, we will recruit and organize parent help and support by hosting the following event...**

September 21, 2010	Volunteer Orientation	Our volunteer liaison and volunteer coordinator host a volunteer orientation at which time a discussion of school policies, procedures and volunteer opportunities will take place. The orientation will lead to a discussion with parents and community members about how they can be involved at the school or at home and the importance of volunteering. Our bilingual parent liaison will conduct the meeting as well for our Spanish speaking parents.	#2, #3, #4, #5, #6
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**In order to create an environment that encourages parents to be parent leaders as well as school decision makers, we will host the following events...**

Various Dates	District Level Parent Advisory Council Meetings	Parents are encouraged by the school to attend district parent meetings along with the Title I Reading and Math resource teachers. They will be encouraged to be a stakeholder in the planning of a school and district level Title I events.	#1, #2, #4, #5, #6
May 2011	We're All in the Game Annual Title I Parent Meeting	Title I staff meet with Title I parents to review how the PAC budget was used during the current school year and parents will be given the opportunity to provide suggestions on how to use the PAC budget during the next school year. Parent input will also be gathered and taken into consideration on the Home-School Compact.	#2, #3, #4, #5, #6

**In order to strengthen school programs and integrate community resources and services that encourage and support parents, we will host the following events...**

Fall 2010	Transitioning into Middle	Fifth Grade teachers will reach out to local middle schools and invite them to be a part of this event. Parents of fifth grade students will be invited to attend this informative meeting. They will become familiar with the academic options offered at Bates Middle School, Annapolis Middle School, and The Seed School as well as information on filling out crucial information and due dates for applying to a variety of programs to further their child's success.	#2, #6
9/30, 10/28, 11/18, & 12/16, 2010	Ready @ 5 Learning Parties	Teachers and the bilingual liaison are trained by the Ready @ 5 organization to host Learning Parties for families of 3 and 4 year old children. The parties allow the opportunity to introduce parents to the county curriculum as they prepare their children for kindergarten. Ready @ 5 will provide instructional materials/lessons for our trained staff to host the parties in the beginning of the year to encourage school readiness.	#4, #6
May 2011	Career Day	A variety of community members and parents of diverse backgrounds and cultures will be invited to discuss their professions. They will provide students with an eye opening glimpse into future professions they may be interested in being a part of and the educational goals needed to become part of the chosen profession. With a variety of professions showcased, students will be exposed to a variety of career choices and the skills needed for a particular job.	#3, #5, #6