

**Hilltop Elementary School  
School Improvement Plan  
2010-2011**

**SECTION I:  
EXECUTIVE SUMMARY**

**School Overview**

Hilltop Elementary School is located in the northern part of Anne Arundel County in Glen Burnie, Maryland. The school's attendance boundaries include the area immediately surrounding the school, Heritage Hills Townhouse Community and The Willows Apartment complex. There are no public housing communities in the attendance area. Hilltop recently completed a remodernization project to include the restoration of open spaced pods into closed classrooms, and 5 additional kindergarten classrooms. Each classroom has two computers. There are two complete computer labs including approximately 30 computers in each lab. The revitalization includes upgrades of the latest technology such as SmartBoard technologies, wireless capabilities and Document Cameras. Also, there are three relocateables, one of which will be removed from the premises once the remodernization is complete.

There are five hundred twenty nine students enrolled at Hilltop Elementary serving Pre-K through Five. Hilltop Elementary has a diverse population and is one of the largest elementary schools in the Glen Burnie area. In recent years the demographics have changed causing our teachers to face many challenges daily. The teachers are committed to ensuring that all students learn and provide opportunities for success.

The vision of Hilltop Elementary School centers on the belief that all students can and will learn when educators meet them where they are and scaffold instruction to lead them where they need to be. What is in the best interest of the child is the only priority and all decisions are made with this singular focus. In order to meet the students' needs, Hilltop is committed to developing and maintaining a vital, supportive relationship with parents and the community. This commitment is evidenced by ensuring an open-door policy, partnering with both faith-based and community-based groups, and providing families with the tools they need to support their children.

**Faculty and Staff**

There are approximately 86 faculty and staff members, 17 of whom are African American and 6 of whom are male. The faculty members include a total of a principal, assistant principal, teacher specialist, guidance counselor, .4 school psychologist, 26 classroom teachers, 4 special educators, 1 part time right start advisor, 1.9 ESOL teachers, 1 math resource teacher, 2.5 reading teachers, 2.5 intervention teachers, .6 Gifted and Talented Teacher, 8 cultural arts teachers (some of whom are adjunct), adjunct physical therapist and occupational therapist, 8 instructional paraprofessionals, 4 permanent substitutes, 1 Bilingual Outreach Facilitator, and 5 one-on-

one teacher assistants. Overall 50% of the teachers have Standard Professional Certificates and 50% have Advanced Professional Certificates. All teachers and instructional paraprofessionals are highly qualified as defined by the State Department of Education.

Additionally, the support staff includes 3 secretaries, a nurse and nursing assistant, 6 cafeteria workers, 12 bus drivers, and 4 custodians. We also have student interns from a nearby high school, student teachers from Towson University and a social worker from Villa Marie. Unfortunately, we have a limited number of volunteers who provide assistance primarily in the media center.

### **Student Population**

The school's demographics include: 38% Caucasian, 39% African American, 17% Hispanic, and 6% Asian/other. 46% of the students participate in the free lunch program and 16% participate in the reduced lunch program. Each year there has been an increase among Second Language Students with a current total percentage of 15% of Levels 1-5 ESOL students as determined by the Language Proficiency Scale (LAS). Likewise, there has been an increase among Special Education students identified Learning Disabled, Other Health Impaired, Speech and Language Disabled and Emotionally Disturbed. Currently 12% of our students are identified as needing special education services. As the recession deepens, the school mobility rate has increased. The mobility rate for the 2009-2010 school-year was 27%.

### **Student Needs**

Hilltop Elementary School met all required areas to attain Adequate Yearly Progress among 17 subgroups in reading and mathematics according to the Maryland State Department of Education. Overall, 84.3% of students achieved proficiency in grades 3-5 in mathematics and 84.3% of students achieved proficiency in reading. Additionally we met AYP in the area of attendance at 94.3%. Each subgroup, with the exception of special education, made significant growth in the area of reading and mathematics. All data is explicitly detailed within the needs assessment.

### **Major Initiatives for School-wide Strategies**

The majority of Title I funds are used to hire additional personnel to ensure the success of all student groups at Hilltop Elementary Schools. In addition, intervention specialists are used to provide small group instruction to address the specified needs of the students in both reading and math. Hilltop Elementary will focus on the ELL and Special Education populations. In order to address these subgroups, Hilltop will; provide professional development for teachers, purchase materials of instruction for teachers, provide reading, math, and informational parent nights, provide transportation to meetings for parents, purchase summer enrichment materials for students, organize and implement extended day and extended year programs opportunities.

Some effective instructional methods and strategies that are used to strengthen the core instructional academic program of the school are bi-weekly grade group planning meetings, a focus on differentiated instruction, continuing the implementation of Thinking Maps, implementation the Regie Routman in Residence program, focusing on small group instruction, providing reading and math interventions and using technology to motivate students.

### **Instruction by Highly Qualified Teachers (#3)**

All teachers and paraprofessionals at Hilltop Elementary School are highly qualified as defined by the Maryland State Department of Education. In addition, all teachers of record are assigned to the areas in which they are certified to teach. In the instance that a long-term substitute is not highly qualified, parents of those students are informed in writing.

Hilltop has 26 classroom teachers and 28 instructional support staff. 50% of the staff holds an Advanced Professional Certificate and 50% of the staff hold a Standard Professional Certificate, with an average of 10 years of experience. Three teachers have received National Board Certification and two more have completed all requirements and are awaiting results.

### **High Quality and Ongoing Professional Development for Teachers, Principals, and Paraprofessionals (#4)**

The professional development plan is aligned with the Maryland State Department of Education Professional Development Standards. Professional Development is ongoing and occurs among classroom teachers, resource teachers, interventionists, special educators, paraprofessionals and administrative staff using data to discuss and evaluate all students' progress. Classroom teachers receive professional development through bi-weekly reading and math grade group meetings in which teachers collaborate and are given new strategies and ideas for supporting struggling students and advanced learners. Teachers are also provided staff development for the implementation of supplemental materials purchased to meet the needs of all students. Vertical teaming will take place throughout the school year.

County resource, support personnel, and county Title I resource provide ongoing professional development in order to address the needs of the teachers and students. Hilltop will implement the Regie Routman in Residence program beginning in the fall of 2010. Resource staff will provide ongoing professional development to ensure the proper implementation of the program. The county Title I office provides a variety of professional development opportunities throughout the year to increase student achievement. Teachers attend the Ruby Payne conference, Title I conference, "Making Conference Work," Kagan workshop, and "Motivating *That* Student," and training for new interventions and technology. Title I provides funding for staff to attend conferences such as National Council of Supervisors of Mathematics, and SoMIRAC.

### **Strategies to Attract High-Quality Highly Qualified Teachers to "High-Need" Schools (#5)**

All teachers at Hilltop receive bonus pay for teaching at a high needs school. In addition, if Hilltop achieves Adequate Yearly Progress (AYP) status on the Maryland State Assessment (MSA), each teacher will receive additional bonus pay.

New teachers receive a Right Start Advisor, which is a mentor teacher assigned to Hilltop on a part time basis. This mentor teacher meets with the teachers at regularly scheduled times. During these scheduled planning sessions, the Right Start Advisor helps the

teacher to become organized, understand the planning process, and strengthen classroom management. The Right Start Advisor also co-teaches with the new teacher in order to model proper teaching techniques. This service greatly impacts our student's achievement.

All teachers at Hilltop are provided with additional educational resources that are needed to ensure quality instruction for our students. These resources range from hands-on manipulatives, to books and school supplies.

To help strengthen the instructional practice of teachers, Hilltop is able to provide on-going professional development opportunities that are aligned with the goals of our school improvement plan.

In addition, Hilltop will have the ability as a school-wide Title I school to purchase and keep up with the latest technology to assist classroom teachers with quality instruction in order to impact student learning.

### **Strategies to Increase Parent Involvement (#6)**

It is important for Hilltop Elementary School to interact with students' families to foster a positive working relationship that emphasizes the importance of families as partners. This is important because parents and guardians have a strong interest and influence in their child's development and attitudes toward school and learning. We are able to accomplish this by providing opportunities to help inform parents/guardians on how to further support the educational development of their children. Transportation to and from the events is provided on an as-needed basis. Food is served and materials are provided to all family members in attendance. An interpreter is available at school events to assist with Spanish-speaking parents. Invitations, agendas, and evaluations will be available in Spanish and English. Evaluations will be collected at all parent events in order to better understand and meet the needs of the community.

At the beginning of the school year, all students, parents and guardians are invited to a Title I Parent Orientation. Parents are given an overview of the Title I program along with the school's instructional programs.

Hilltop parents are invited to attend Title I sponsored workshops and become members of the Parent Advisory Council. These meetings are designed to encourage parental input and involvement, collaboration with other Title I families, and learn more about Title I regulations.

Hilltop will sponsor at least two reading and math nights throughout the school-year. In collaboration with our community sponsors, a sit-down dinner, drinks, and desserts will be provided prior to the evening events. Parents and students will receive free academic materials such as flashcards or trade books. Throughout the evenings there will be a wide-variety of activities/workshops to choose from. Parents will attend the activities and workshops that meet their needs.

In the spring of each school-year, Hilltop will hold a Title I Parent Budget Meeting. During this meeting, the Title I staff will meet with all parents/guardians in our school community to review the Parent Involvement Plan and how the PAC budget was used during the current school year. They will also be given the opportunity to provide suggestions on how to use the PAC budget during the following school year and give input on activities to be incorporated into the Parent Involvement Plan. Parents/guardians input will be gathered and used in making financial decisions. In addition, at this meeting, parents will review the current Home/School compact and determined if changes/revisions need to be made.

Hilltop Elementary works actively to develop community and business partnerships to help our families. As a result of these efforts we have established partnerships a variety of partnerships such as, Glen Burnie Towne Center, MDOT, Abundant Life Church, Heritage Community Church, Take Back our Streets, Linthicum and Glen Burnie Rotary Clubs, Ferndale Garden Club, Michael's 8<sup>th</sup> Avenue, Northern Anne Arundel Chamber of Commerce, St. Anne's Church, and Costco to name a few.

**Plans for Assisting Preschool Children in the Transition from Early Childhood Programs to Elementary School Programs (#7)**

**Entering Kindergarten:**

Transition into kindergarten begins with kindergarten registration in April. During registration, parents are invited to attend kindergarten orientation which is held in May. At the orientation, parents receive information from the school counselor, reading teacher, and Title I resource staff in regards to school and reading readiness. The prospective kindergarteners have a chance to interact with the kindergarten teachers and visit a kindergarten classroom. In June, the pre-k teacher will meet with the kindergarten teachers for articulation. In August, over a three day period, all pre-k and kindergarten parents must attend a mandatory individual conference with the teacher. Parents are provided with information about the school-wide behavior plan, the general schedule, and procedures. A parent interview is conducted to gather information about the child. The primary special educator will attend any I.E.P. meetings prior to the school year to ensure the special education students' needs will be met.

Throughout the school year, pre-k and kindergarten parents will be invited to the school to participate in Learning Parties which will strengthen the home-school connection. Parents will work with a Highly Qualified teacher to learn strategies they can use at home to enhance their child's academic growth.

**Fifth to Sixth Grade Transition:**

In January, fifth graders to be transported to Lindale Middle School to visit the First Step Program, where they participate in encore activities which include band, chorus, FACS, Tech Ed., and AVID. In February, Lindale Middle School counselors visit the fifth grade classes to guide the students in choosing elective courses for the upcoming school year.

Vertical team planning between Lindale's transition team and Hilltops special educators, reading specialists, and all staff members involved with fifth graders will take place in the spring. The team discusses placement and accommodations for special education students as well as at risk students.

### **Transition for New Students:**

In August, students and families are invited to an orientation to tour the school, learn about PBIS, hear a Title I presentation, and receive other general information. In September, the school counselor meets with new students during a lunch bunch to facilitate acclimation to Hilltop. Individual assistance will be provided to the new students as needed by the counselor or classroom teacher. The secretary will introduce students enrolled to Hilltop after September. The secretary will review needed supplies and provide general information about Hilltop. She will also give the family a tour of the school, including the new classroom. Title I funds will supply the students with any materials the family is unable to provide.

### **AVID-Advanced Via Individual Determined:**

Students in the 4<sup>th</sup> and 5<sup>th</sup> grade are introduced to organizational strategies which are used in the AVID program. The goal is to provide the students with skills that align with middle school expectations.

### **Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments (#8)**

Teachers at Hilltop Elementary will collect and use data to track the progress of struggling and advanced learners in reading and math. Teachers along with resource staff and administrators will review the administered assessments to determine which of the assessment assist in providing the most reliable data. The curriculum and assessment department of Anne Arundel County mandates assessments and the assessment timeline by grade level. Grade level teachers make decisions as to the formative assessments to be administered in their classrooms. After county benchmarks, teachers will meet with resource staff to break down and analyze assessment results by subgroups. Teachers and resource staff will then work together to develop a plan for struggling and advanced students.

### **Activities to Ensure that Students Having Difficulty Mastering Proficient or Advanced Levels of Academic Achievement Standards Are Provided Timely Additional Assistance (#9)**

Teachers administer formative and summative assessments throughout the school-year. MSA, math topic tests, math benchmarks, language arts benchmarks and teacher observation will be used to determine placement in interventions for struggling and advanced learners. Title I staff will oversee all students receiving extra support through interventions and enrichment opportunities.

Students who are not meeting state standards at the proficient level will be provided extra support in a timely manner. Classroom teachers, resource staff, paraprofessionals and administrators meet bi-weekly to view and analyze student data. During the data analysis portion of the meetings, students who are not reaching proficient will be targeted. These students will be further assessed by

resource staff. Students struggling in the area of reading will be given an informal reading assessment to help determine the deficit area(s). Based on the findings of the informal reading assessment, students will be provided the appropriate services. In some instances there may be a large number of students in a classroom who require extra support in the same area(s). If appropriate, Title I staff will be available to co-teach in selected classrooms. In order to provide the most effective intervention for students, reading intervention groups will take place outside of the language arts period to ensure that students are not missing core language arts instruction. The intervention services provided will be in addition to the core language arts program.

Students not reaching proficient levels in math based on MSA, math benchmark scores, topic tests, and formative assessments will be provided additional time with a highly qualified instructor for re-teaching, pre-teaching, intense intervention and/or extra practice. Students determined to need intense intervention in the area of math will be administered an Intervention pre-assessments to ensure the intervention is appropriate for the student. While receiving extra support, students will be closely monitored to ensure growth in the deficit area(s). If a student is not making growth within a timely manner, the classroom teachers, resource teachers, and administrators will meet to analyze the student's data, discuss the student's strengths and weaknesses and develop a new individualized program for the student.

During data analysis meetings with classroom teachers, resource teachers, and administrators will analyze student data in order to identify students who are scoring at a high level of proficiency on state, county, and school-based assessments, but struggle to meet the advanced level on the assessments. Students selected for enrichment opportunities will be offered opportunities to participate in activities with high cognitive demands. In the area of reading, students will meet with Title I staff to participate in research projects while reading and responding to above grade level text orally and in writing. Students requiring enrichment opportunities in math may qualify for programs purchased with Title I funding such as M2 and M3. Based on classroom and grade-level findings, Title I staff members may be most appropriately used as co-teachers in classrooms with a high number of students struggling to reach the advanced level.

## SECTION II: COMPREHENSIVE NEEDS ASSESSMENT

### READING MSA DATA

Student Groups	2006-07				2007-08				2008-09				2009-10			
	B%	P%	A%	P/Adv%	B%	P%	A%	P/Adv%	B%	P%	A%	P/Adv%	B%	P%	A%	P/Adv%
<b>All</b>	25.6	62.4	12	<b>74.4</b>	16.8	57	26.3	<b>83.2</b>	12.3	54.3	33.5	<b>87.7</b>	15.7	55.2	29.1	<b>84.3</b>
<b>AA</b>	28.2	62.7	9.1	<b>71.8</b>	17.7	59.3	23.0	<b>82.3</b>	12.5	67.3	20.2	<b>87.5</b>	18.3	62.6	19.1	<b>81.7</b>
<b>As/Pac Is</b>	16.7	41.7	41.7	<b>83.3</b>	-	33.3	66.7	<b>100</b>	-	55.6	44.4	<b>100</b>	-	25	75	<b>100</b>
<b>Hispanic</b>	35	60	5	<b>65</b>	24	64	12	<b>76</b>	17.9	67.9	14.3	<b>82.1</b>	21.6	54.1	24.3	<b>78.4</b>
<b>White</b>	22.2	64.8	13	<b>77.8</b>	16.1	55.7	28.2	<b>83.9</b>	11.7	40.6	47.7	<b>88.9</b>	12	50	38	<b>88</b>
<b>ELL</b>	45.5	54.6	-	<b>54.6</b>	37.5	62.5	-	<b>62.5</b>	26.7	73.3	-	<b>73.3</b>	22.2	66.7	11.1	<b>77.8</b>
<b>FARMS</b>	36.6	55.6	7.8	<b>63.4</b>	22.4	60.1	17.5	<b>77.6</b>	15.9	57.3	26.7	<b>84.1</b>	17.6	59.6	22.9	<b>82.5</b>
<b>SPED</b>	50	47.4	2.6	<b>50</b>	34.2	50	15.8	<b>65.8</b>	30	57.5	12.5	<b>70</b>	31.4	60	8.6	<b>68.6</b>

#### Reading Strengths:

- All students groups met or exceeded the AMO with or without the help of confidence intervals.
- Hilltop has shown consistent growth at the proficient and advanced levels on MSA from 77% in 05-06 to 84.3% in 09-10
- Asian and Hispanic student groups demonstrated growth at the advanced levels on MSA.
- Hispanic and ELL subgroups have increased scores at the proficient and advanced levels on MSA by 20%.
- 38% of Caucasian students and 75% of our Asian students scored advanced on MSA in 09-10; compared to 29% of our overall population.
- 09-10 was the first year our ELL student group scored advanced; 11.1%

#### Contributing Factors:

- Emphasis on the SC, Open Court and AACPS curriculum guide, differentiated instruction.
- Competent implementation of explicit lessons
- Targeted interventions based on student needs

#### Reading Weaknesses:

- Overall, the scores decreased from 87.7% in 08-09 to 84.3% in 09-10.
- All student group scores declined from 08-09 except Asian and ELL.
- Special Ed. students continue to perform more than 15% below the overall proficient and advanced levels on MSA.

- Special Education continues to perform significantly below all subgroups.
- ELL students have never scored advanced on MSA.

**Contributing Factors:**

- Limited background experiences
- High mobility
- Limited preschool experience
- Limited comprehension of text
- Limited vocabulary

## MATH MSA DATA

Student Groups	2006-07				2007-08				2008-09				2009-2010			
	B%	P%	A%	P/Adv%	B%	P%	A%	P/Adv%	B%	P%	A%	P/Adv%	B%	P%	A%	P/Adv%
All	17.5	55.8	26.7	<b>82.5</b>	12.8	52.4	34.8	<b>87.2</b>	13.4	52.6	34	<b>86.6</b>	15.2	53.3	31.5	<b>84.8</b>
AA	20	58.2	21.8	<b>80</b>	14.2	62.8	23	<b>85.8</b>	17.3	56.7	26	<b>82.7</b>	21.7	55.7	22.6	<b>78.3</b>
As/Pac Is	8.3	41.7	50	<b>91.7</b>	-	25	75	<b>100</b>	-	22.2	77.8	<b>100</b>	-	36.4	63.6	<b>100</b>
Hispanic	23.8	57.1	19.1	<b>76.2</b>	19.2	69.2	11.5	<b>80.8</b>	17.9	67.9	14.3	<b>82.2</b>	13.9	63.9	22.2	<b>86.1</b>
White	14.8	54.6	30.6	<b>85.2</b>	11.5	41.8	46.7	<b>88.5</b>	10.2	48	41.7	<b>89.7</b>	10.2	49.1	40.7	<b>89.8</b>
ELL	41.7	50	8.3	<b>58.3</b>	29.4	64.7	5.9	<b>70.6</b>	26.7	53.3	20	<b>73.3</b>	17.2	58.6	24.1	<b>82.8</b>
FARMS	25.9	57.3	16.8	<b>74.1</b>	18.9	53.9	27.3	<b>81.1</b>	15.8	57.6	26.6	<b>84.2</b>	18.2	54.6	27.3	<b>81.8</b>
SPED	42.1	52.6	5.3	<b>57.9</b>	39.5	47.4	13.2	<b>60.5</b>	43.6	48.7	7.7	<b>56.4</b>	31.4	62.9	5.7	<b>68.6</b>

### Math Strengths:

- Hilltop has shown consistent growth at the proficient and advanced levels on MSA from 82.5% in 06-07 to 84.8% in 09-10
- Hispanic, ELL, and FARMS subgroups have demonstrated growth at the advanced levels on MSA.
- ELL student group has shown consistent growth at the proficient and advanced levels on MSA from 58.3% in 06-07 to 82.8% in 09-10.
- Hispanic student group has shown consistent growth at the proficient and advanced levels on MSA from 76.2% in 06-07 to 86.1% in 09-10.
- SPED student group has shown consistent growth at the proficient and advanced levels on MSA from 57.9% in 06-07 to 68.6% in 09-10.
- 100% of Asian students continue to perform at the proficient and advanced levels on MSA.

### Contributing factors:

- Emphasis on the SC, enVision math and AACPS curriculum guide, differentiated instruction, skilled focus instruction
- Targeted interventions based on student needs
- Small group instruction for struggling students
- Extended day programs

### Math Weaknesses:

- Overall scores declined from 86.6% in 08-09 to 84.8% in 09-10
- All student groups declined except Hispanic, ELL, and SPED.

- ELL students perform less than 10% below the other sub groups
- SpEd students continue to perform up to 21% below the other sub groups
- At the Advanced level African American, Hispanic, ELL, FARMS, and SPED students perform at least 15% lower than their Caucasian counterparts
- Overall advanced scores decreased in all subgroups except Hispanic, ELL, and FARMS from 08-09 to 09-10

**Contributing Factors:**

- Mobility effects program continuity
- Limited strategies
- Limited opportunity to explain math reasoning
- Limited vocabulary
- Limited rigorous math experiences

### **SECTION III:** **NEXT STEPS**

#### **Goal 1: Academic Achievement**

By the end of the 2010-2011 school-year, 90% of all students in grades 3-5, at Hilltop Elementary will perform at the proficient and advanced level in reading as defined by the Maryland School Assessment and reduce the achievement disparities among all subgroup student populations from the prior year.

- **By the end of the 201--11 school year 90% of all students in grades 3-5 will perform at or above proficient on the Maryland School Assessment**
- **By the end of the 2011-12 school year 93% of all students in grades 3-5 will perform at or above proficient on the Maryland School Assessment**

#### **Statement of Need:**

**On the 2009 MSA, 84.3% of grades 3, 4, and 5 students scored at proficient or advanced level of achievement in reading on the Maryland School Assessment (MSA):** 75.3% of the third graders, 90.4% of the fourth graders, and 88.0% of the fifth graders.

*81.7% of African Americans scored at proficient or advanced*

*100% of Asians scored at proficient or advanced*

*78.4% of Hispanics scored at proficient or advanced*

*88% of Whites scored at proficient or advanced*

*77.8% of ELL scored at proficient or advanced*

*82.5% FARMS scored at proficient or advanced*

*68.6% of Special Ed scored at proficient or advanced*

**On the 2009 Maryland school Assessment (MSA) 29.1% of grades, 3, 4, and 5 scored at the advanced level of achievement in reading on the Maryland School Assessment (MSA).**

*19.1% of African Americans scored at the advanced level*

*75% of Asian students scored at the advanced level*

*24.3% of Hispanics scored at the advance level*

*38% of Whites scored at the advanced level*

*11.1% of ELL scored at proficient or advanced*

*22.9% of FARMS scored at the advanced level*

*8.6% of Special Ed scored at the advanced level*

**Reading/LA Objectives:**

- **By the end of the 2010-11 school year 70% of all students in grade K - 2 will perform at benchmark in reading as measured by the May administration of DIBELS**
- **By the end of the 2010-11 school year 70% of all students grades 3-5 will perform at or above proficient on the Maryland School Assessment**
- **By the end of the 2010-11 school year 25% of students in grades 3-5 will score at the advanced level on the Maryland School Assessment**

**Milestone(s):**

- 1) 40% of kindergarten students will perform at benchmark on the first reported administration of DIBELS
- 2) 60% of kindergarten students will perform at benchmark on the second reported administration of DIBELS
- 3) 80% of kindergarten students will perform at benchmark on the third reported administration of DIBELS

**Milestone(s):**

- 1) 75% of first grade students will perform at benchmark on the first reported administration of DIBELS
- 2) 80% of first grade students will perform at benchmark on the second reported administration of DIBELS
- 3) 85% of first grade students will perform at benchmark on the third reported administration of DIBELS

**Milestone(s):**

- 1) 60% of second grade students will perform at benchmark on the first reported administration of DIBELS
- 2) 70% of second grade students will perform at benchmark on the second reported administration of DIBELS
- 3) 80% of second grade students will perform at benchmark on the third reported administration of DIBELS

**Milestone(s):**

- 1) 60% of grade 2 students will score at or above proficiency on the first reported AACPS Reading Assessment
- 2) 70% of grade 2 students will score at or above proficiency on the second reported AACPS Reading Assessment
- 3) 80% of grade 2 students will score at or above proficiency on the third reported AACPS Reading Assessment

**Milestone(s):**

- 1) 70% of students in grades 3-5 will perform at or above proficiency on the first reported administration of AACPS Reading Benchmark Assessment Selected Response Items
- 2) 10% of students in grades 3-5 will perform at advanced on the first reported administration of AACPS Reading Benchmark Assessment Selected Response Items
- 3) 75% of students in grades 3-5 will perform at or above proficiency on the second reported administration of AACPS Reading Benchmark Assessment Selected Response Items
- 4) 15% of students in grades 3-5 will perform at advanced on the second reported administration of AACPS Reading Benchmark Assessment.

- 5) 80% of students in grades 3-5 will perform at or above proficiency on the third reported administration of AACPS Reading Benchmark Assessment.
- 6) 20% of students in grades 3-5 will perform at advanced on the third reported administration of AACPS Reading Benchmark Assessment.

<b>Strategy I:</b> Implement differentiated instruction for extension and remediation that supports a culture of learning in reading.						
<b>Action Steps</b>	<b>EQ</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure/Evidence</b>	<b>End date Check when completed</b>
Increase extended, accelerated, and remediated learning opportunities for students in grades 1-5 based on student need through extended day, Saturday school & extended school year programs in reading so that students acquire skills and strategies to become better readers <b>(SWS Component: 2, 3, 6, 8, 9)</b>	✓	Administrators Classroom Tchrs, Intervention Specialist, Sp Ed Tchr, Tech,	Resource team, all teachers of reading	Title I	Plan Books, Meeting Minutes, Binders from Extended Day, Saturday School & Extended School Year	8/10 – 6/11
Professional development in Thinking Maps, Brain Research, Technology, ELL learners, and teacher selected strategies to increase teachers' repertoire of effective instructional practices. <b>(SWS Component: 4)</b>		Principal, Assistant Principal, Resource Team,	Reading Teachers Interventionists, Paraprofessionals, TAs, Special Educators, ELL teachers, RSA	Title I	Agendas, Staff Development Calendar	8/10 – 6/11
Restructure grade level meetings to provide opportunities for collaborative reading planning to meet the needs of all students. <b>(SWS Component: 4, 8, 9)</b>		Principal, Assistant Principal, Resource Team,	All teachers of reading, Resource Team,		Agendas, Calendar	9/10– 6/11
Monitor and adjust instruction to decrease the disparity among each student group to decrease the achievement gap at the advanced level. <b>(SWS Component: (2,4,9)</b>	✓	Administration, TD Tchr.,	Administration, Classroom Tchrs., TD Tchr.		Agendas, Staff Development Calendar	8/10 – 6/11
Begin to Implement the Regie Routman Residence program over a three year period to address the needs of all learners <b>(SWS Component: (2,4,9)</b>	✓	Principal, Assistant Principal, Resource Team	Reading Teachers, Special Educators, ELL Teachers, RSA	Title I	Agendas, Staff Development Calendar, Grade Group Mtgs.	10/10 – 6/11

Review advanced proficient and basic student work samples from other schools, to adjust our instructional strategies. <b>(SWS Component: (2,8))</b>		Principal, Assistant Principal, Resource Team	Reading Teachers, Special Educators, ELL Teachers		Agendas, Grade Group Meetings	10/10 – 6/11
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## **Goal II: Academic Achievement – Mathematics**

By the end of the 2010-2011 school-year, 90% of all students in grades 3-5, at Hilltop Elementary will perform at the proficient and advanced level in mathematics as defined by the Maryland School Assessment and reduce the achievement disparities among all student groups from the prior year.

- **By the end of the 2010-11 school year 90% of students in grade 3-5 will perform at proficient or better on the Maryland School Assessment**
- **By the end of the 2011-12 school year 93% of students in grade 3-5 will perform at proficient or better on the Maryland School Assessment**

### **Statement of Need:**

**On the 2009 MSA, 84.8% of students in grades 3, 4, and 5 scored at the proficient or advanced level of achievement in math on the Maryland School Assessment (MSA):** 80.9% of the third graders, 93.9% of the fourth graders, and 79.3% of the fifth graders.

*78.3% of African Americans scored at proficient or advanced*

*100% of Asians scored at proficient or advanced*

*86.1% of Hispanics scored at proficient or advanced*

*89.8% of Whites scored at proficient or advanced*

*82.8% of ELL scored at proficient or advanced*

*81.8% FARMS scored at proficient or advanced*

*68.6% of Special Ed scored at proficient or advanced*

**On the 2009 Maryland School Assessment (MSA) 31.5% of students in grades 3, 4, and 5 scored at the advanced level of achievement in math on the Maryland School Assessment (MSA).**

*22.6% of African Americans scored at the advanced level*

*63.6% of Asians scored at the advanced level*

*22.2% of Hispanics scored at the advanced level*

*40.7% of Whites scored at the advanced level*

*24.1% of ELL scored at the advanced level*

*27.3% of FARMS scored at the advanced level*

*5.7% of Special Ed scored at the advanced level*

### **Math Objectives:**

- **By the end of the 2010-11 school year 80% of students in grade 2 will perform at the proficient level on AACPS Math Assessments with 20% of grade 2 students performing at the advanced level.**
-

- **By the end of the 2010-2011 school year 90% of students in grade 3-5 will perform at proficient or better on the Maryland School Assessment with 25% of students in grades 3-5 performing at the advanced level.**

**Milestone(s):**

- 1) 60% of students in grade 2 will perform at or above proficiency on the first reported AACPS Math Assessment
  - 2) 10% of students in grade 2 will perform at the advanced level on the first reported AACPS Math Assessment
  - 3) 70% of students in grade 2 will perform at or above proficiency on the second reported AACPS Math Assessment
  - 4) 15% of students in grade 2 will perform at the advanced level on the second reported AACPS Math Assessment
  - 5) 80% of students in grade 2 will perform at or above proficiency on the third reported AACPS Math Assessment
  - 6) 20% of students in grade 2 will perform at the advanced level on the third reported AACPS Math Assessment
- 
- 1) 60% of students in grades 3-5 will perform at or above proficiency on the first reported AACPS Math Assessment
  - 2) 10% of students in grades 3-5 will perform at the advanced level on the first reported AACPS Math Assessment
  - 3) 70% of students in grades 3-5 will perform at or above proficiency on the second reported AACPS Math Assessment
  - 4) 15% of students in grades 3-5 will perform at the advanced level on the second reported AACPS Math Assessment
  - 5) 80% of students in grades 3-5 will perform at or above proficiency on the third reported AACPS Math Assessment
  - 6) 20% of students in grades 3-5 will perform at the advanced level on the third reported AACPS Math Assessment

<b>Strategy II:</b> Utilize the State Curriculum to develop strategic thinkers in mathematics.						
<b>Action Steps</b>	<b>EQ</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>End Date/ Check when completed</b>
Infuse activities for the advanced learner, ELL learners & at risk students in math, emphasizing the use of math vocabulary in daily lessons.  <b>(SWS Component: 2,9)</b>	✓	TD Tchr, Classroom Tchrs, Sp. Ed. Tchrs.,	Classroom teachers, Sp. Ed. Tchrs., TD Tchr., Interventionists, Paraprofessionals, Gifted & Talented Tchr		Plan books, student work samples, math meeting minutes	8/10 – 6/11
Increase extended, accelerated, and remediated learning opportunities for students in grades 1-5 based on student	✓	Administrators, Classroom Tchrs,	Resource team, all teachers of mathematics	Title I	Plan Books, Meeting Minutes, Binders from Extended Day, Saturday	8/10 – 6/11

need to include Saturday school, extended day & extended year programs to enhance students' math skills <b>(SWS Component: 2, 3, 6, 8,9)</b>		Intervention Specialist, Sp Ed Tchr, Tech, Gifted & Talented Tchrs			School & Extended School Year	
Monitor and adjust instruction to decrease the disparity among each student group to decrease the achievement gap at the advanced level. <b>(SWS Component: (2,4,9)</b>	✓	Administration, Gifted & Talented Tchr.,	Administration, Classroom Tchrs., TD Tchr.		Agendas, Staff Development Calendar	8/10 – 6/11
Schoolwide implementation of Everyday Counts Calendar Math program. <b>(SWS Component: 2, 9)</b>		Principal, Assistant Principal, Resource Team	Cheryl Wallace Resource Team,		Walk through, classroom observation, plan books,	9/10– 6/11
Restructure grade level meetings to allow opportunities for collaborative math planning to increase the academic achievement of all students focusing on the state curriculum. <b>(SWS Component: 2, 8, 9)</b>		Principal, Assistant Principal, Resource Team,	All teachers of mathematics, Resource Team,		Bi monthly grade group planning meetings, meeting minutes	9/10– 6/11
Utilize strategic math questioning during lessons to develop problem solving skills. <b>(SWS Component: 2,9)</b>		Principal, Assistant Principal, Resource Team	All teachers of mathematics, Resource Team,		Walk through, classroom observation, plan books,	9/10– 6/11
Incorporate the use of Thinking Maps, technology, higher level questioning techniques, and Cooperative Learning in daily math instruction through staff development and planning sessions. <b>(SWS Component: 2,4,9)</b>		Principal, Assistant Principal, Resource Team	All teachers of mathematics, Resource Team,		Walk through, classroom observation, plan books, student work samples	9/10– 6/11

### **Goal III: Safe and Supportive Learning Environment**

By the end of June 2011, Hilltop Elementary School students will be educated in a safe, positive, and supportive learning environment that promotes accelerated achievement for all student populations as measured by a **10%** reduction in discipline referrals. AACPS will eliminate disparities among all No Child Left Behind (NCLB) student groups in the referral, suspension, and expulsion rates for violation of the Code of Student conduct.

**Statement of Need:** At the end of the 2009-10 school year:

A total of 343 referrals were reported

- 152 – office referrals
- 191 – minor incident reports

- **50%** of all minor incidents and referrals were disrespect
- **48%** of all referrals were disrespect
- **52%** of all minor incidents were disrespect
- Most minor incidents and referrals occurred by 4th grade students (72 minors and 46 office referrals)
- A total of 8 students had 9 or more referrals. Between those 8 students there were a total of 108 MIR and office referrals
- 23 suspensions were reported  
**2010-11 goal- 20 suspensions**

### **Objectives:**

- **By the end of the 2010-2011 school year 95% of students, parents, and faculty responding to an annual bullying survey will indicate that they feel safe at school and believe students are well behaved.**
- **By the end of the 2010-11 school year discipline referrals will decrease by 10% (measured in January and June).**
- **By the end of the 2010-11 school year referral data will reflect a 10% decrease in disrespect infractions from the previous year.**
- **By the end of the 2010-11 school year suspension data will reflect a 10% decrease from the previous year.**
- **Increase in students who understand behavior expectations from 73% to 90% as measured by school climate surveys.**
- **Teachers will increase their repertoire of strategies when dealing with student problem behaviors by the end of the 2010-2011 school year as measured by school climate surveys.**

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
<p>Continue to provide instruction and/or strategies for students relating to the Code of Conduct, social skills, violence prevention, and positive behaviors based on a review of discipline referrals monthly/quarterly.</p> <p><b>(SWS Component: 2,8)</b></p>		Administration, Discipline Teacher, Guidance Counselor	Guidance Counselor, Discipline Teacher	Code of Conduct materials, Program materials, Character Development materials, CICO (Check-In/Check-Out) Program	PBIS Meeting Minutes, SIT Meeting Minutes, SWIS data	Monthly, Quarterly
<p>Provide staff development for continued support of classroom management strategies and creating a positive classroom climate for all staff by using <u>Responsive Classroom</u> approach.</p> <p><b>(SWS Component: 2,4)</b></p>		Administration, Discipline Teacher, Guidance Counselor	All staff	Code of Conduct materials, Program materials, Character Development materials	PBIS Meeting Minutes, SIT Meeting Minutes, SWIS data	Monthly
<p>Identify a student leader committee to promote schoolwide events and activities.</p>		Administration Guidance Counselor	Administration, Guidance Counselor	Code of Conduct, Character Development materials	PBIS Meeting Minutes	Quarterly
<p>Implement the use of the Positive Referral to recognize and acknowledge students following the 4 R's consistently.</p> <p><b>(SWS Component: 9)</b></p>		Administrators Guidance Counselor	All teachers Resource Teachers		PBIS Data and SWIS Data	Quarterly

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Morning meetings (Responsive Classroom) to address classroom concerns such as disrespect and bullying. <b>(SWS Component: (2,9))</b>		Administrators Guidance Counselor Resource Team	All teachers	Morning Meeting Books	PBIS and SWIS Data	Quarterly
Select students from various grade levels to serve as a survey group on areas of concern or needs for improvement from a students perspective		Administrators Guidance Counselor	Principal		PBIS and SWIS Data	Quarterly

**Goal IV: Community Engagement**

By the end of June 2011, Hilltop Elementary School will maintain and establish community partnerships to promote accelerated achievement in a welcoming school environment, as determined by attendance participation at school sponsored events.

**Statement of Need:** Creating positive home, school, and community partnerships are essential in promoting accelerated achievement for students. A welcoming environment, two-way communication, and meaningful parent involvement are needed for success. Parent surveys reflect a desire to be more involved in students’ education. Parent participation and involvement in school related activities and programs will increase from last year.

**Objectives:**

- **By the end of the 2010-2011 school year, Hilltop Elementary School will increase parent and volunteer involvement by encouraging families to participate in school activities.**
- **By the end of the 2010-2011 school year, Hilltop Elementary School will increase participation of male volunteers by 10% from the prior school year.**
- **By December 2010, at least 99% of parent/teacher conferences will be held.**
- **Hilltop Elementary School will maintain and strengthen current community/business partnerships**
- **By the end of the 2010-2011 school year, Hilltop Elementary School will hold at least two parent information sessions.**

Action Steps	EQ	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when complete
Use effective means of communicating with families about events and student progress. <b>(SWS Component: (6))</b>		Entire staff	Entire Staff	Connect-Ed, newsletter, email, Agenda books, phone conferences	Sign In Sheets, communication logs	6/11
Establish the Judy Center at Hilltop to reach out with community resources to parents and students from 0 – 5 years. <b>(SWS Component: (6,7))</b>	✓	Administrators,	Judy Center Staff	Judy Center Grant	Sign In Sheets, Meeting Minutes,	6/11

Hold quarterly Title I parent meetings to gain feedback and opinions from parents <b>(SWS Component: (6))</b>		Administrators Title I Resource Staff	Title I Resource Staff	Title I PAC funds	Sign In Sheets, Meeting Minutes, Evaluations from meetings	6/11
Host 3 parent information dinners and programs addressing reading, math and schoolwide respect. <b>(SWS Component: (6))</b>		Administrators Title I Resource Staff	Selected Staff	Title I PAC funds	Sign In Sheets, Minutes, Evaluations	6/11
Design two community outreach activities for Hilltop Parents: <ul style="list-style-type: none"> <li>➤ Title I Learning Fair</li> <li>➤ ESOL Parent nights (4 x's)</li> </ul> <b>(SWS Component: (6))</b>		Administrators Title I Resource Staff ESOL Teachers	Title I Staff ESOL Teachers Selected Teachers	Title I and ESOL funds	Sign In Sheets, minutes, and evaluations	6/11



**SECTION IV: Addendum A**  
**Title I**  
**Professional Development Calendar**  
**2010 - 2011**

School Name: Hilltop Elementary

Projected Date	Name and Description of Professional Development	Targeted Audience	How will your school evaluate and follow up on this professional development opportunity to ensure the strategies/methods are being used during instruction?	What MSDE Teaching Professional Development Standard does this PD initiative correspond to?
8/16/10	Pat Turner	Classroom Teachers, Special Educators, Paraprofessionals, Resource Staff, Administration	On-going staff development, grade group planning, administrative observation	1, 2, 3, 4, 8, 9
8/9/10 – 8/11/10	Thinking Maps: Pathways to Proficiency	Classroom Teachers, Resource Teachers, Special Educators	On-going staff development, grade group planning, administrative observations	1, 2, 3, 4, 5, 8, 9
9/13/10 and 10/25/10	Thinking Maps	Classroom Teachers, Resource Teachers, Special Educators	On-going staff development, grade group planning, administrative observations	1, 2, 3, 4, 5, 8, 9
9/21/2010	MONDO Oral Language Development Training	Pre-K and Kindergarten Teachers and Teaching Assistants	Grade Group Planning, Administrative Observations	1, 2, 3, 4, 5, 8, 9
10/5/2010	LLI Day 3 Training	Intervention Specialist and Reading Teachers	Grade Group Planning	1, 2, 3, 4, 7, 8, 9

10/13/2010	Making Parent Teacher Conferences	Classroom Teachers	Staff Development, Grade Group Planning	3, 4, 6, 9
10/14/10-10/15/10	NCTM Regional Conference	Classroom Teachers	Staff Development, Grade Group Planning	1, 2, 3, 4, 5, 7, 8, 9
10/19/10	Paraeducator Handbook Training	Title I Paraprofessionals	On-going staff development, grade group planning, administrative observation	1, 3, 5, 9
11/7/10 and Spring 2011	Judy Wallace	Classroom Teachers, Resource Teachers	On-going staff development, grade group planning, administrative observation	1, 2, 3, 4, 5, 8, 9
11/12/2010	Title I Professional Development Conference	Title I Staff, Administration	On-going staff development, grade group planning, administrative observation	1, 2, 3, 4, 5, 6, 7, 8, 9
11/16/10	Kagan's Higher-level Thinking	Classroom Teachers	On-going staff development, grade group planning, peer observation, administrative observation	1, 2, 4, 5, 6
11/17 – 11/18	Ruby Payne	Classroom Teachers, Resource Staff, Special Educators	On-going staff development, grade group planning	1, 2, 4, 5, 6
12/2/10	Motivating "THAT" Student	Classroom Teachers	On-going staff development, Grade group planning	1, 2, 4, 5, 6
12/14/10	The Magic of Motivation	Paraprofessionals	On-going staff development, grade group planning, Administrative observation	1, 3, 5, 9

3/30/11 – 4/1/11	SoMIRAC	Resource Staff	On-going staff development, Grade group planning, Administrative observation	1, 2, 3, 4, 5, 6, 7, 8, 9
4/12/11 – 4/16/11	NCSM/NCTM	Resource Staff	On-going staff development, grade group planning	1, 2, 3, 4, 5, 6, 7, 8, 9

**SECTION V: Addendum B**  
 Anne Arundel County Public Schools  
**Hilltop Elementary Parent Engagement Plan**  
**2010-2011**



**Our General Expectations for Parent Engagement:**

Hilltop Elementary recognizes and supports the partnership between the home and school. In order to support this relationship the staff of Hilltop Elementary will plan activities and programs which promotes parent involvement. These programs and activities align with Anne Arundel County Public Schools Parent Involvement Policy. This plan includes activities and programs generated from parent input. Hilltop staff will hold an annual parent meeting in order to revise this plan to continuously meet the needs of our students and community. Parents and guardians of Hilltop students will receive this plan at Back to School night in order to inform parents of upcoming events.

Anne Arundel County Public Schools, along with the Title I Central Office will provide parent involvement opportunities throughout the 2010-2011 school year. In addition to these county activities, Hilltop Elementary will provide the following opportunities in order to enhance student achievement. Hilltop will provide transportation, translators, and other accommodations necessary to promote parent participation.		
<b>Hilltop will host the following events in order to increase parent awareness. The following activities will help parents gain an understanding of the state curriculum, state and local assessments, and Title I regulations.</b>		
8/2010	New Student Orientation	New Parents to Hilltop are introduced to this year's theme. Parents are provided an overview of the Title I and instructional program.
8/23/2010	Ice Cream Social	This parent activity is designed as a meet and greet. Parents and students will have the opportunity to meet students' teachers and see their new classroom. Parents and students will be invited to tour the newly renovated building as well as visit with their previous teachers.
9/7/10	Back to School Night	This parent activity is designed for parents to gain an understanding of their child's daily schedule, classroom routines, and state curriculum. Parents will receive an overview of the school improvement plan, behavior policies and the school calendar. Parents may submit comments in regards to the school improvement plan.

9/7/10	Title I Overview	Parents will be given an overview of the Title I program and the instructional programs used during instruction. Activities for skill reinforcement in reading and math will also be presented. All activities will be aligned with the VSC. An interpreter will be available to assist Spanish-speaking parents. Evaluations will be distributed to provide feedback to school staff regarding the event.
11/22/2010 – 11/23/2010	Parent – Teacher Conferences	Parents will meet with their child’s teacher to discuss their child’s academic progress and the instructional program. Parents will have an opportunity to see samples of their child’s work as well as ask questions regarding their child’s education.
November 2010	Scholastic Book Fair	All Targeted Title I students are provided \$5 vouchers each that may be used during the book fair to either purchase a book for free at the book fair during school hours or at the Reading Night.
Spring 2011	Title I Parent Budget Meeting	Title I staff will meet with 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.
Fall and Spring 2010	Parent Involvement Conference	All day conference for parents. Participants can choose three one-hour workshop sessions to attend on a variety of topics. The second conference will be held in the spring with additional workshop session choices for parents.
October 13, 2010	Making Conferences Work	A half day conference with parents as the focus. The conference will consist of interactive activities and discussions to maximize parent-teacher conferences. Parents will learn techniques to communicate effectively with teachers, and develop and implement a parent-teacher-student action plan.
<p><b>Hilltop will host the following events in order to build teacher and parent capacity. These activities will encourage parents to participate in their child’s education.</b></p>		
Fall, Winter and Spring 2010-2011	RIF (Reading Is Fundamental)	All kindergarten students participate in having a book read, or a story shared with them and then selecting a book that they may take home and keep.
9/21/10	Learning Parties	Kindergarten students and parents will be invited in to participate in a Learning Party designed to enhance student achievement.
	Reading Night	In collaboration with Abundant Life Church, families are invited to enjoy a sit-down dinner.

11/16/2010		Prior to eating families will assemble to participate in educational games. After eating as a family, children will participate in reading activities, while parents will choose from a variety of reading workshops. Parents will receive materials and activities to promote reading outside of school.
Spring 2011	Title I Math Night	Students and school community will participate in a math challenge that is designed to get students both enthused about math, while also challenging students i.e. problem solving. Parents will be involved in a technology workshop investigating websites they can use for math along with the Pearson website that is used in conjunction with the new math program enVision Math. Parents and students will receive materials and activities to promote number sense and problem solving.
Spring 2011	Stop Bullying Night	Parents will be invited to attend a no bullying session. The session will be designed to help parents understand bullying, how the school and parents can work together to stop bullying, and how to help a child who is being bullied.
<b>In order to promote collaboration between the school and parents, parents will be invited to participate in the following activities.</b>		
Monthly	Title I PAC Meetings	Parent and Community Involvement Meeting for all participating Title I Schools. Meeting designed to encourage parental input and involvement, collaborate with other Title I families, and learn more about Title I and the law.

**SECTION VI: Addendum C**  
**Schoolwide Program Plan Components Checklist**

[Schoolwide Components NCLB Section 1114 (b)(1)(A-J)]

All schoolwide program plans must be developed with the involvement of **parents**, and other members of the community to be served and individuals who will carry out the plan, including teachers, principals and administrators. *Each school operating a schoolwide program must include all ten components in their plan.*

Ten Components of a Schoolwide Program	Plan Pages	Ten Components of a Schoolwide Program	Plan Pages
<p>1. A <b>comprehensive needs assessment</b> of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards, as well as from multiple data sources.</p> <p><i>Designing Schoolwide Programs pp. 40-48.</i></p>	8 - 11	<p>6. <b>Strategies to Increase Parent Involvement</b> <i>Such as family literacy services.</i> Specific strategies to increase parent involvement based upon results of the needs assessment are identified and implemented. Community collaboration. Parents are included as decision makers.</p> <p><i>Designing Schoolwide Programs p. 51</i></p>	4-5, 14, 18, 22, 23
<p>2. <b>Schoolwide Reform Strategies</b> that -            Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement;            Use effective methods and instructional strategies that are based on scientifically based research that...</p> <ul style="list-style-type: none"> <li>➤ strengthen the core academic program</li> <li>➤ increases the amount and quality of learning time (before/after-school, summer programs, extended school year)</li> <li>➤ include strategies to address the needs of all children, but particularly the needs of low-achieving students and those at risk of not meeting state standards;</li> </ul> <p>Address how the school will determine if such needs have been met. <i>Designing Schoolwide Programs pp. 33 &amp; 40.</i></p>	2, 6, 14, 17, 18, 20, 21	<p>7. <b>Plans for Assisting Preschool Children in the Transition from Early Childhood Programs to Elementary School Programs.</b> (Such as Head Start, Early Reading First, Even Start, or a State-run preschool program)            Collaboration is evident between the elementary school and preschool programs.</p> <p><i>*May also include assistance in the transition from elementary to middle school.</i></p> <p><i>Designing Schoolwide Programs p. 52</i></p>	5-6, 22, 27-29
<p>3. <b>Instruction by Highly Qualified Teachers</b>  <i>(Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach. Designing Schoolwide Programs p. 50</i></p>	3, 14, 18	<p>8. <b>Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments</b>  <i>In order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Designing Schoolwide Programs p. 52</i></p>	6, 14, 15, 18, 20
<p>4. <b>High Quality and Ongoing Professional Development for...</b></p> <ul style="list-style-type: none"> <li>➤ Teachers</li> <li>➤ Principals</li> <li>➤ Paraprofessionals</li> </ul> <p><i>(All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program. All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement plan. Designing Schoolwide Programs p. 50</i></p>	3, 14, 20, 24-26	<p>9. <b>Activities to Ensure that Students Having Difficulty Mastering Proficient or Advanced Levels of Academic Achievement Standards Are Provided Timely Additional Assistance</b>  <i>Shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</i></p> <p><i>Designing Schoolwide Programs p. 53</i></p>	6-7, 14, 17, 18, 20, 21
<p>5. <b>Strategies to Attract High-Quality Highly Qualified Teachers to “High-Need” Schools</b>  <i>(The school is allowed to provide incentives for highly qualified teachers to teach in high need schools. Only teachers who are highly qualified should be assigned to low achieving students and this is the policy throughout the district. Designing Schoolwide Programs p. 51</i></p>	3-4	<p>10. <b>Coordination and Integration of Federal, State, and local services and programs.</b>  <i>*See New Guidance as of May 2006 pp. 47-55 <a href="http://www.ed.gov/programs/titleparta/fiscalguid.pdf">www.ed.gov/programs/titleparta/fiscalguid.pdf</a> Designing Schoolwide Programs p. 53</i></p>	31

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### SECTION VII: Addendum D

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

Title I schools are expected to use the flexibility available to them to integrate services and programs. These schools may combine most Federal, State, and local funds to provide services to upgrade the entire educational program.

Directions: Please place an **X** in the box(es) if you have used other funding sources to support any of the activities below, for your Title I students.

Activity	Funding Sources						
	Title I Funds	Title I ARRA Funds	Local Funds	21 <sup>st</sup> Century Learning Centers Grant	School Improvement Grant	Business Partnership Funds	Other Funding Sources
Professional Development	X		X				
Extended Day	X		X				
Extended School Year	X		X				
Parent Involvement	X		X				
Judy Center							X