

# *Sargent Shriver Elementary School*



## School Improvement Plan 2015-2016



<p style="text-align: center;"><b>Title I School Improvement Template Baldrige Categories/School-wide Program Components</b></p>	<p style="text-align: center;"><b>Page</b></p>
<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>▪ Baldrige Linkages Chart</li> <li>▪ Mission / Vision</li> <li>▪ Processes for developing and communicating the mission and vision</li> </ul>	<p style="text-align: center;"><b>3</b> <b>3</b> <b>5</b></p>
<p><b>Process Management</b></p> <ul style="list-style-type: none"> <li>▪ Monitoring the SIP Goals</li> </ul>	<p style="text-align: center;"><b>9</b></p>
<p><b>Organizational Performance Results</b></p> <ul style="list-style-type: none"> <li>▪ Summative Measures</li> </ul>	<p style="text-align: center;"><b>12</b></p>
<p><b>Student and Stakeholder Focus</b></p> <ul style="list-style-type: none"> <li>▪ Comprehensive Needs Assessment (Title I Component)</li> <li>▪ Instructional Focus</li> <li>▪ School Improvement Goals</li> </ul>	<p style="text-align: center;"><b>12</b> <b>20</b> <b>22</b></p>
<p><b>Faculty and Staff Focus</b></p> <ul style="list-style-type: none"> <li>▪ Sample Learning Progression/Ongoing Professional Development (Title I Component)</li> <li>▪ Strategies to Attract and Retain Highly Qualified Candidates (Title I Component)</li> <li>▪ Instruction by Highly Qualified Teachers (Title I Component)</li> </ul>	<p style="text-align: center;"><b>23</b> <b>50</b> <b>52</b></p>
<p><b>Strategic Planning</b></p> <ul style="list-style-type: none"> <li>▪ Action Plans</li> <li>▪ Schoolwide Reform Strategies (Title I Component)</li> <li>▪ Activities to Ensure that Under Performing Students Reach Proficient or Advanced (Title I Component)</li> <li>▪ Increased Parent Involvement Implementation Plan (Title I Component)</li> <li>▪ Plans for Assisting Pre-School Children   the Transition to Local Elementary School (Title I Component)</li> <li>▪ Coordination and Integration of Federal, State, and Local Funds (Title I Component)</li> </ul>	<p style="text-align: center;"><b>54</b> <b>56</b> <b>58</b> <b>60</b> <b>77</b> <b>78</b></p>
<p><b>Measurement, Analysis, and Knowledge Management</b></p> <ul style="list-style-type: none"> <li>▪ Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments (Title I Component)</li> </ul>	<p style="text-align: center;"><b>79</b></p>

**Sargent Shriver Elementary  
School Improvement Plan  
Linkages Chart 2015-2016**

**STUDENT AND  
STAKEHOLDER FOCUS**

As a result of the root cause analysis, it was revealed that Shriver students should have the following instructional focus:

Students need daily opportunities to engage in discourse and written response in order to demonstrate their comprehension of reading and math content.

**FACULTY AND STAFF FOCUS**

As a result of root cause analysis, all staff will engage in professional learning on the following in order to meet students' needs:

**Teachers**

- Reading training in fluency, comprehension, and accuracy
- Implementing effective guided reading instruction
- Embedding writing in all math and reading instruction
- Implementing Professional Learning Communities (PLC) with a reading, math, and cultural proficiency foci
- Providing opportunities for students to engage in discourse

**Leaders**

- The Equity Thinking Framework
- Collective beliefs and expectations and their relationship to racism and student achievement
- Skills and strategies needed by leaders to operationalize equity in our school

**LEADERSHIP**

**Vision:** The Sargent Shriver community models positive, respectful, and collaborative relationships that honor our strengths, individuality, and diversity. We strive to develop an inclusive community of reflective, life-long learners by engaging and empowering the whole child.

**Mission:** The Sargent Shriver community will achieve our vision by involving families in all aspects of student development, collaborating to plan instruction with grade level teams, delivering inspiring and engaging lessons that promote student-driven discovery and providing opportunities for student and adult learners to receive and give feedback.

The School Improvement Plan will be communicated to the community through PTA meetings, Curriculum Nights, Parent Coffees, newsletters, our school's website, and other communications. It will be communicated to the staff through staff meetings, professional development opportunities, staff bulletins, leadership team meetings and other collaborative opportunities.

**MEASUREMENT, ANALYSIS,  
AND KNOWLEDGE MANAGEMENT**

Sargent Shriver will frequently collect a variety of data to inform instructional decisions and share with all stakeholders.

**Student Data Points:**

- Monitoring Instructional Reading Level (MIRL)
- Student Surveys, Teacher Surveys, Parent Surveys
- Early Warning Indicators
- MAP-R (grades 3-5)
- MAP-M (grades 3-5)
- MAP-P (grades K-2)
- mCLASS Reading (grades K-2)
- Fountas and Pinnell (grades 3-5)

**PROCESS MANAGEMENT**

The following structures and processes will be implemented and monitored to address student and staff needs:

- Core Team Meetings
- Individual Data Chats
- School Leadership Team Meetings
- Student Learning Objectives (SLOs)
- Extended Team Planning
- Informal and Formal Observations and Walkthroughs

**STRATEGIC PLANNING**

**Reading Goal:** 75% of all students at Sargent Shriver Elementary School and all subgroups in grades K-5 will meet or exceed the end of the year reading benchmark as measured by mCLASS Reading or Measures of Academic Progress in Reading (MAP-R) assessments. We will close the achievement gap towards the district milestones between our African American and the Hispanic subgroups by five percent. All students at Sargent Shriver Elementary School and all subgroups in grades 3-5 will increase their performance on MAP R, by at least 6 RIT points, by the end of the 2015-2016 school year.

**Mathematics Goal:** 75% of all students at Sargent Shriver Elementary School and all subgroups in grades K-5 will meet or exceed the end of the year RIT score as measured on the assessment Measures of Academic Progress in Mathematics (MAPs). We will close the achievement gap towards the district milestone between our African American and Hispanic students by five percent. All students at Sargent Shriver Elementary School and all subgroups in grades 1-5 will increase their performance on MAP-P or MAP-M by at least 10 RIT points by the end of the 2015-2016 school year.

**The Cultural Proficiency Goal:** Teachers will be given frequent opportunities to explore the impact of race and cultural patterns of communication with an emphasis on the Hispanic culture. Our staff will provide frequent effective feedback that communicates high expectations to increase student achievement in reading and mathematics.

**ORGANIZATIONAL PERFORMANCE RESULTS**

Measures of Academic Progress – Reading & Math (MAP-R/M)  
See the attached trend data for years 2013 through 2015.



## Baldrige Category: Leadership

### ORGANIZATIONAL PERFORMANCE RESULTS

Measures of Academic Progress - Reading & Math (MAP-R/M)

Gr. 3 MAP-R Proficient and Advanced (%)	2013	2014	2015
ALL	59.4	51.3	58.9
HISPANIC	48.5	46.9	55.4
ASIAN	90.9	57.1	75.0
AFRICAN AMERICAN	80.0	72.7	76.5
PACIFIC ISLANDER	N/A	N/A	N/A
WHITE	83.3	0.0	0.0
2 OR MORE RACES	0.0	100.0	0.0
SPECIAL EDUCATION	16.7	44.4	25.0
LIMITED ENGLISH PROFICIENCY	51.9	49.5	55.3
FARMS	55.1	49.5	56.1

Gr. 5 MAP-R Proficient and Advanced (%)	2013	2014	2015
ALL	73.2	70.9	70.8
HISPANIC	67.5	70.1	65.3
ASIAN	100.0	90.9	90.9
AFRICAN AMERICAN	81.3	61.1	76.5
PACIFIC ISLANDER	N/A	N/A	N/A
WHITE	81.0	100.0	83.3
2 OR MORE RACES	0.0	50.0	0.0
SPECIAL EDUCATION	28.6	8.3	14.3
LIMITED ENGLISH PROFICIENCY	53.7	66.7	60.0
FARMS	72.3	66.3	69.7

Gr. 5 MAP-M Proficient and Advanced (%)	2013	2014	2015
ALL	N/A	62.7	66.0
HISPANIC	N/A	59.7	58.3
ASIAN	N/A	81.8	100.0
AFRICAN AMERICAN	N/A	61.1	70.6
PACIFIC ISLANDER	N/A	N/A	N/A
WHITE	N/A	50.0	83.3
2 OR MORE RACES	N/A	100.0	N/A
SPECIAL EDUCATION	N/A	0.0	14.3
LIMITED ENGLISH PROFICIENCY	N/A	52.8	53.3
FARMS	N/A	58.8	66.3

## Baldrige Category: Leadership

***Explain how this School Improvement Plan (SIP) was developed to include the school's vision, mission, goals and objectives and how it addresses equity. Include information regarding efforts to update your vision and mission, if appropriate. Please include the involvement of all stakeholders including parents.***

The leadership team met on July 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, and August 12<sup>th</sup>, 2015 to analyze data and develop our school improvement plan. This team consisted of the principal, assistant principal, staff development teacher, reading specialist, counselor, media specialist, grade-level team leaders, English Speakers of Other Languages (ESOL) team leader, focus teachers, academic intervention teacher, elected faculty representative, elected support representative, Title I specialist, and parent community coordinator. In addition, the School Leadership Team (SLT) included parents and community members.

Mrs. Brown, the principal, facilitated a review of the school's vision and mission statements to address our charge as a SLT. As a result of her review, the vision statement was modified to reflect an ideal state rather than a process. Our school vision is "***The Sargent Shriver community models positive, respectful, and collaborative relationships that honor our strengths, individuality, and diversity. We strive to develop an inclusive community of reflective, life-long learners by engaging and empowering the whole child.***" The SLT and Core Teams will work cohesively to plan opportunities for the entire school to review and evaluate the work that we are doing that reflects our school's vision and mission statements throughout the school year.

The outcomes of our summer meetings reflected the work we did to interpret and analyze the data, determine the implications as a result of the data, and identify the next steps for the upcoming school year. During the meetings, we determined whether our previous year's reading and mathematics goals were met, identified our instructional focus for the current school year, and pinpointed where cultural proficiency could be embedded. With the district's focus on improving student performance regarding mathematics, reading, and writing as well as closing the achievement gap, the meetings provided an opportunity for us to show the connection between focusing on accountability, results and reducing variability across our classrooms. We hope to lead our school with the charge of ensuring that student achievement is not predicted by race.

In addition, the principal met with staff, parents, and members of the school community to discuss and identify school traditions that they wanted to improve or protect. Discussions focused on sustaining student learning and engagement, providing relevant job-embedded professional development, and increasing parent involvement to ensure the academic success of every student. Moreover, parents expressed the importance of the Sargent Shriver staff having high expectations for all students. This request aligns nicely with our school's vision to work collaboratively to develop inclusive learning environments that provide opportunities for students to be reflective lifelong learners while achieving at higher levels.

The information provided by the parent meetings resulted in reassessing our outcomes for our last summer leadership team meetings to ensure that we addressed equity with a school-wide strategic plan in our school. This resulted in adding outcomes that included presenting and examining the levels of the "Equity Thinking Framework" to ask the leaders in the building, "How does our school prepare its leaders to lead for equity?" and "How will each member of the leadership team lead for equity at Shriver Elementary School?" The questions helped us to focus our work using a lens on equity to ensure we are studying, planning, delivering, and assessing instruction that is rigorous as well as relevant for all students.

***Explain how the plan is communicated to parents, school staff, and other stakeholders.***

The School Improvement Plan (SIP) is communicated to our community through Connect-Ed Messages, Parent-Teacher Association (PTA) meetings, Curriculum Nights, Parent Coffees, Principal and Grade-level Newsletters, Staff Bulletins, and our school's website.

We utilize our parent coffees and curriculum nights to provide information about the SIP and how it was developed. The information includes the various stakeholders who participated to develop the plan and how they will monitor the plan by reviewing the initiatives and goals to improve student achievement. The principal and grade-level newsletters share information about our Linkages Chart and student learning. Our Linkages Chart is posted on our website and a copies of

## Baldrige Category: Leadership

Sargent Shriver's School Improvement Plan will be available for our school community to review in the main office upon approval. The SIP will be distributed to our grade-level team leaders to share with their teammates at the Leadership Meeting in November and an electronic copy will be uploaded to T-shared so staff may have access to it. In addition, our staff bulletin identifies the work that is aligned to the goals of the SIP. The school's instructional focus is also included on every agenda for Core Team, Leadership Team and professional development meetings to ensure that the work we are doing is aligned and purposeful to the SIP's goals.

The School Leadership Team will provide grade-level teams with any revisions or next steps determined as a result of monitoring the School Improvement Plan at monthly meetings.

*Participants of the development of this plan have signed the School Improvement Team (SIT) information sheet. (See next page).*

Yes

No

## Baldrige Category: Leadership

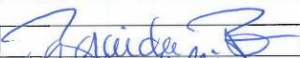







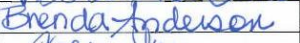

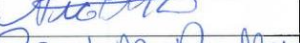




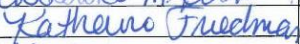

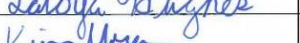





School Name: Sargent Shriver

Date: October 15, 2015

### School Improvement Team Information

Principal: Mrs. Zoraida Brown

All staff members of the School Improvement Team (SIT) who worked on the plan must complete the sign in sheet. Their signatures verify that they were active members on the team. The SIT leads the school community in making the school a positive place in which teaching and learning thrive. The team should be representative of the school community and work closely with school administrators to develop a comprehensive plan for school improvement.

Print Name	Signature	Position
Staff Members (required):		
Zoraida Brown		Principal
Njeri Williams		Assistant Principal
Erika Williams		Staff Development Teacher
Christine Manzone		Reading Specialist
Holly Hill		Title I Instructional Specialist
Linda Alban		Special Education Teacher
Melanie Travers		ESOL Team Leader
Deborah Danielson		Counselor
Valerie Palmer		Counselor
Brenda Anderson		Media Specialist
Kelsey Lancos		Fifth Grade Team Leader
Nicole Wilson		Fourth Grade Team Leader
Sarah Randles		Third Grade Team Leader
Jillian Ewing		Second Grade Team Leader
Jessica Jones		First Grade Team Leader
Nancy Tran-Phan		Kindergarten Team Leader
Catherine Kern		Academic Intervention
Katherine Friedman		Focus Teacher
Gina Arnold		Focus Teacher
Latoya Hughes		Focus Teacher
Kristen Morgan Ph. D.		Elected Faculty Representative
Sonya James		Elected Support Representative
Raquel Quiroz		Parent Community Coordinator

## Baldrige Category: Leadership

Pamela Lee	<i>Pamela Lee</i>	Linkages for Learning Coordinator
Coleen Hill	<i>Coleen Hill</i>	Third Grade Teacher
Mattia Lambiotte	<i>Mattia Lambiotte</i>	Physical Education Teacher
Parents (required):		
B. Amarilis Lugo de Fabritz Ph. D.	<i>B. Amarilis Lugo de Fabritz</i>	Parent
Rebeca Carranza	<i>Rebeca Carranza</i>	
Others (Students, Business/Community Members):		



## Baldrige Category: Leadership

On the lines below, please record the dates that your SIT will meet during the 2015–2016 school year to review the plan, monitor action plans, and identify next steps as needed.

As part of the Root Cause Analysis process, schools are expected to assess the impact of their instructional focus. Please indicate the dates of your **mid-year** and **end of year** reviews.

Month	Leadership Meeting Date	School Improvement Plan Review
July	<b>July 13, 14, 15, 2015</b>	
August	<b>August 12, 2015</b>	
September	<b>September 21, 2015</b>	
October	<b>October 12, 2015</b>	
November	<b>November 16, 2015</b>	
December	<b>December 14, 2015</b>	
December	<b>December 22, 2015</b>	<b>½ day meeting</b>
January	<b>N/A</b>	
February	<b>February 8, 2016</b>	
February	<b>February 24, 2016</b>	<b>February 24, 2016 ½ day meeting</b>
March	<b>March 14, 2016</b>	
April	<b>April 11, 2016</b>	
May	<b>May 9, 2016</b>	<b>All Day Leadership Team Meeting</b>
June	<b>TBD</b>	<b>End of the Year Review</b>

*All Leadership Team meetings will be held at Sargent Shriver ES from 4:00 p.m. to 5:00 p.m. in the Media Center.*

*All day Leadership Team meeting will be held in the Staff Development Room.*

## Baldrige Category: Process Management

***Provide a description of the structures and processes in place to monitor the school improvement plan.***

Our School Leadership Team will meet monthly during the school year to review and reflect on the School Improvement Plan. We will carefully examine student and staff performance data, discuss the implications of the data, determine next steps to improve achievement, and engage in cultural proficiency learning. In addition, the following structures and processes are in place at Sargent Shriver Elementary School to monitor the School Improvement Plan:

**Core Team:** The Core Team, which includes the principal, assistant principal, staff development teacher, reading specialist, counselor, and media specialist, will meet weekly to analyze instructional best practices, data, and discuss professional learning to support teaching and learning. The Core Team will review overall instructional programming in all subject areas.

**School Leadership Team:** The School Leadership Team, which includes administration, staff development teacher, reading specialist, counselor, media specialist, grade-level team leaders, focus teachers, ESOL teacher, special education teacher, fine arts specialist, parent community coordinator, elected faculty representative, elected support representative, parents, Linkages to Learning representative, and Title I specialist, will meet monthly to discuss the instructional programming, make decisions that impact student achievement, and analyze the results of math and reading goals to measure student growth and determine next steps for our strategic goals

**Data Chats:** School teams will meet every month with administration and members of the Core Team to discuss student data, identify trends across the grade-level relating to achievement, monitor instructional reading levels, and discuss the results of common formative math assessments. The data chats will be used to determine where students are academically and what supports might be given to grade levels to assist the school in meeting its goals. Plans will be developed to address students that need additional support as well as students who need enrichment/acceleration ensuring that underperforming students reach proficient and to assist in moving students from proficient to advanced levels.

**Walkthroughs:** A team will be formed to assist in monitoring aspects of the school improvement plan to assist in monitoring parts of the school improvement plan as needed. The team(s) will use “look fors” that align with the instructional focus and collect data to assist the school in determining next instructional steps.

## Baldrige Category: Organizational Performance Results

*Does the Linkages Chart contain summative measures to determine student progress and subgroup gap performance data?*

Yes

No

## Baldrige Category: Organizational Performance Results

*Explain the process for reviewing and analyzing data to determine your 2015-2016 instructional focus as a result of the Root Cause Analysis. This discussion will include focused classroom observations, teacher voice data, student voice data, student performance/work, and school structures and processes to tell your school's story and how it aligns with your instructional focus.*

The anticipated outcomes of the summer SLT meetings were developed so that team members would be able to participate and accomplish the following by the end of our meetings;

- Reflected on the work of the 2014-2015 school year
- Determined whether the school met the mathematics and reading goals
- Confirmed, modified, or identified a new instructional focus
- Determined how each team leader will lead for equity
- Pinpointed areas where our school can embed equity.

To meet the outcomes, the following data sources were reviewed:

- student performance data,
- focused classroom observation data,
- teacher voice data,
- student voice data.

*Student performance data* was examined first to determine if the established 2014-2015 school goals had been met goals in reading and mathematics.

*The Strategic Planning goals for the 2014-2015 school were:*

- *All students at Sargent Shriver Elementary School and all subgroups will increase their performance on MAP-P, MAP-M, and MAP-R, by at least 10 points by the end of the 2014-2015 school year.*
- *All students at Sargent Shriver Elementary School and all subgroups will meet the end of year benchmarks on the mCLASS or MAP-R reading assessments by completion of 2014-2015 school year.*

### **READING**

The following measures were used to determine achievement in kindergarten through 5<sup>th</sup> grade. In the primary grades, reading achievement is measured through mCLASS Reading. This assessment includes the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and an observational assessment called Text Reading and Comprehension. These two assessment measures combine data to provide each students' instructional reading level. The assessment used in the intermediate grades is Measures of Academic Progress in Reading (MAP-R). This assessment measures student achievement over a period of time in order to identify instructional needs, differentiate instruction, and monitor student progress toward the end of the year benchmark. This assessment is given three times a year and is reported through a Rasch Unit (RIT) score and is administered three times a year.

We looked at all students as well as each subgroup reported by the Maryland State Department of Education (MSDE). An in depth examination of the data occurred at each grade-level to assist us in addressing specific needs, identifying contributing factors within our control, and identifying possible problems of practice surrounding our delivery of instruction in reading. This activity provided confirms the relevance of data at each of the grade-levels despite only having system milestones in grades 3 and 5 for reading and grade 5 for mathematics. Based on the measures used, we determined that our reading goal was not met.

## Baldrige Category: Organizational Performance Results

<b><i>2014-2015 Reading Goal: All students at Sargent Shriver Elementary School will meet the end of year benchmarks on the mCLASS and MAP-R reading assessments by completion of 2014-2015 school year.</i></b>	
Percent of Students Meeting or Exceeding Goal	Percent of Students NOT Meeting or Exceeding Goal
59.71%	40.29%
Percent of Students Increasing 10+ Points	Percent of Students Increasing Under 10+ Points
45.09%	54.91%

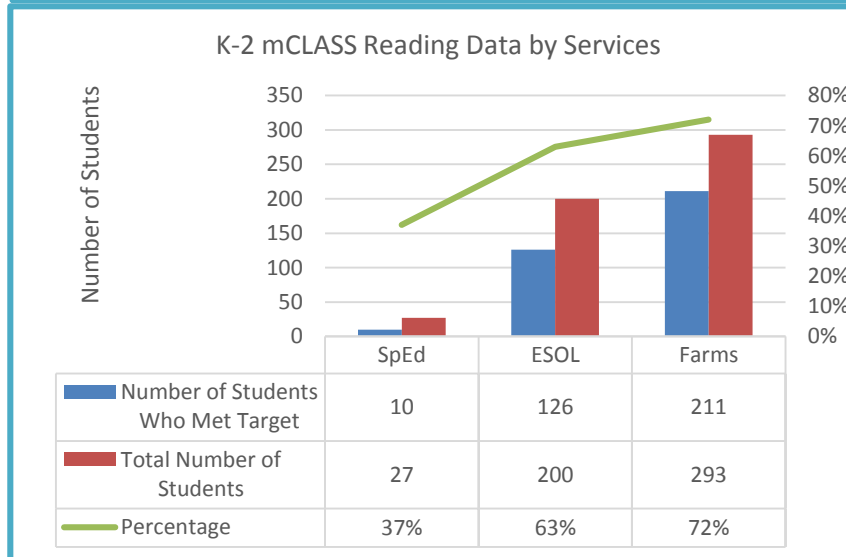
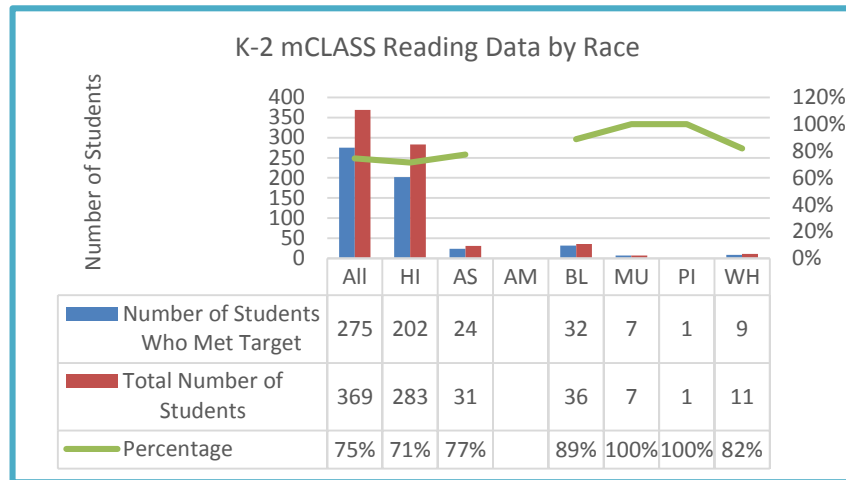
*The following tables show our levels of attainment of our 2014-2015 reading goals for students by grade level on mCLASS and MAP-R.*

2015 Reading Data (Met)			
Grade	Met	Total	Percentage
K	88	108	81.48%
1st	88	126	69.84%
2nd	99	136	72.79%
3rd	56	118	47.46%
4th	38	108	35.19%
5th	49	104	47.12%
Total	418	700	59.71%

2015 Reading Data (10+)			
Grade	Met	Total	Percentage
3rd	70	116	60.34%
4th	43	108	39.81%
5th	34	102	33.33%
Total	147	326	45.09%

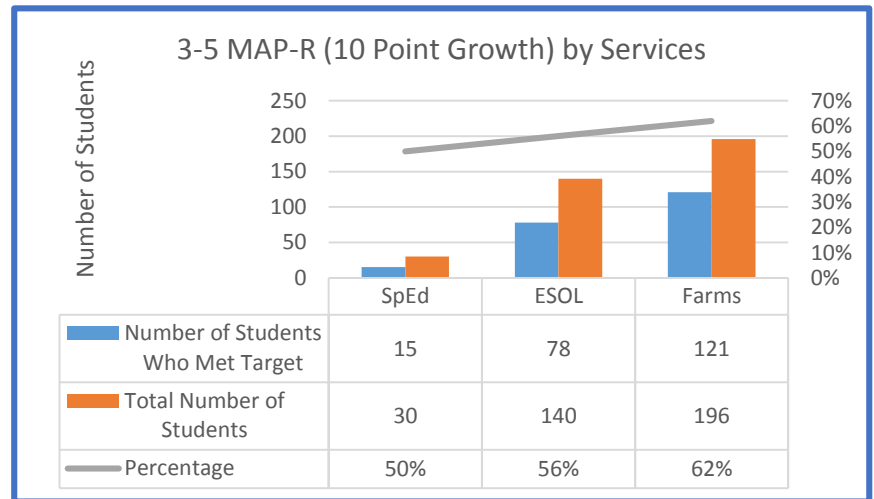
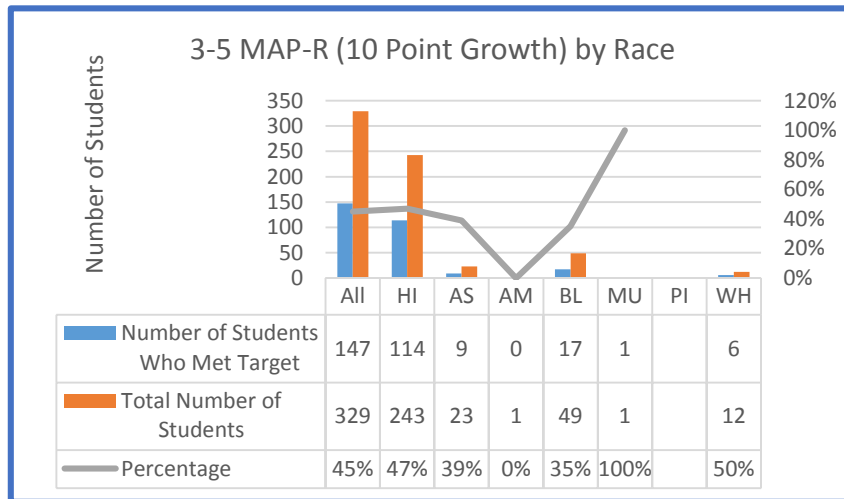
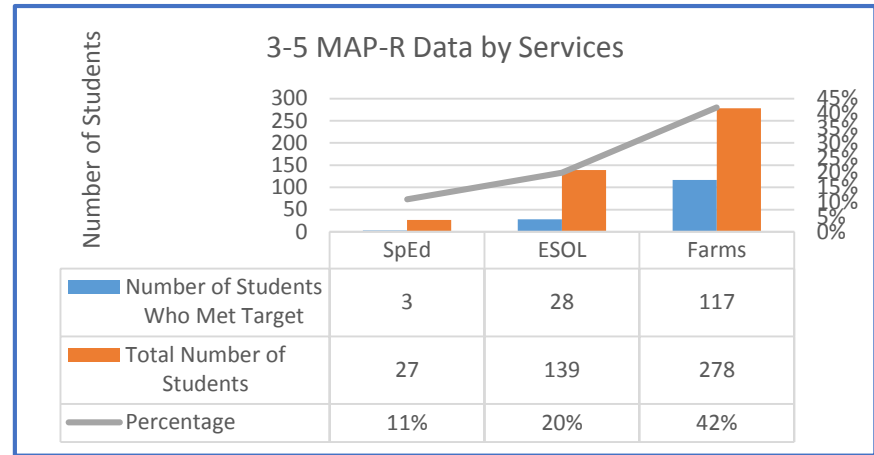
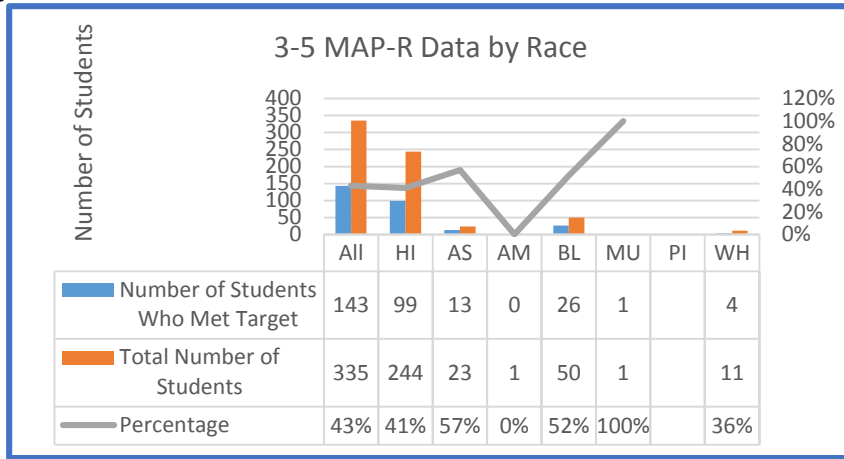
## Baldrige Category: Organizational Performance Results

The following graphs show our levels of attainment of our 2014-2015 reading goals for students in grades kindergarten through grade 2 on mCLASS, for students meeting or exceeding the benchmark by spring 2015 first by race then by services:



## Baldrige Category: Organizational Performance Results

The following graphs show our levels of attainment of our 2014-2015 reading goals for students in grade 3 through grade 5 on MAP-R, for students meeting or exceeding the benchmark as well as students with a 10+ points gain from fall 2014 to spring 2015 first by race, then by services:



## Baldrige Category: Student and Stakeholder Focus

### MATHEMATICS:

The SLT also reviewed and analyzed the mathematics data to determine if the school met the mathematics goal. The assessment used to measure both achievement and growth in mathematics for kindergarten through 5<sup>th</sup> grade is the Measures of Academic Progress (MAP). In the primary grades, MAP-Primary (P) is administered, while MAP-Mathematics (M) is administered in intermediate grades. The assessment measures student achievement by adapting to each student's learning level in mathematics. These benchmarks are separated by basic, proficient, and advanced ranges and is also reported through a Rasch Unit (RIT) score.

We examined all students for both growth and achievement as well as each subgroup recognized by MSDE to address specific needs and to help address any achievement gaps by race or service groups. We also reviewed the mathematics data by grade-level so that all team leaders would be able to provide possible contributing factors within our control that prevented us from meeting the goals. In addition, we identified possible problems of practice in delivering math instruction. Based on the measured used, we determined that we did not meet our goals for mathematics. The next table shows the results of the achievement in meeting our goals in mathematics.

<b><i>2014-2015 Mathematics Goal: All students at Sargent Shriver Elementary School will meet the end of year benchmarks on the MAP-P or MAP-R mathematics assessments by at least 10 points by the end of the 2014-2015 school year.</i></b>	
Percent of Students Meeting or Exceeding Goal	Percent of Students NOT Meeting or Exceeding Goal
44.73%	55.27%
Percent of Students Increasing 10+ Points	Percent of Students Increasing Under 10+ Points
68.20%	31.80%

*These tables show our levels of attainment of our 2014-2015 reading goals for students by grade level on MAP-P and MAP-M.*

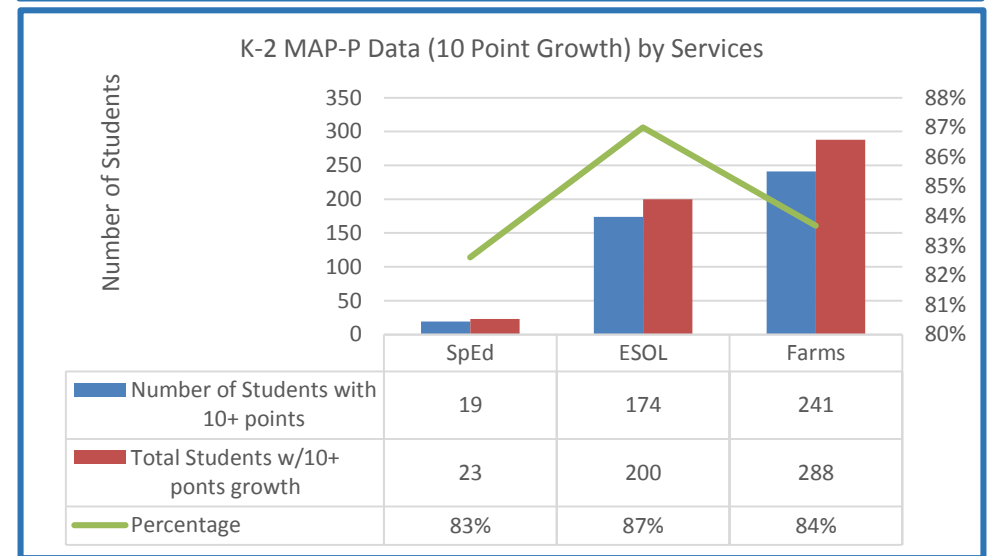
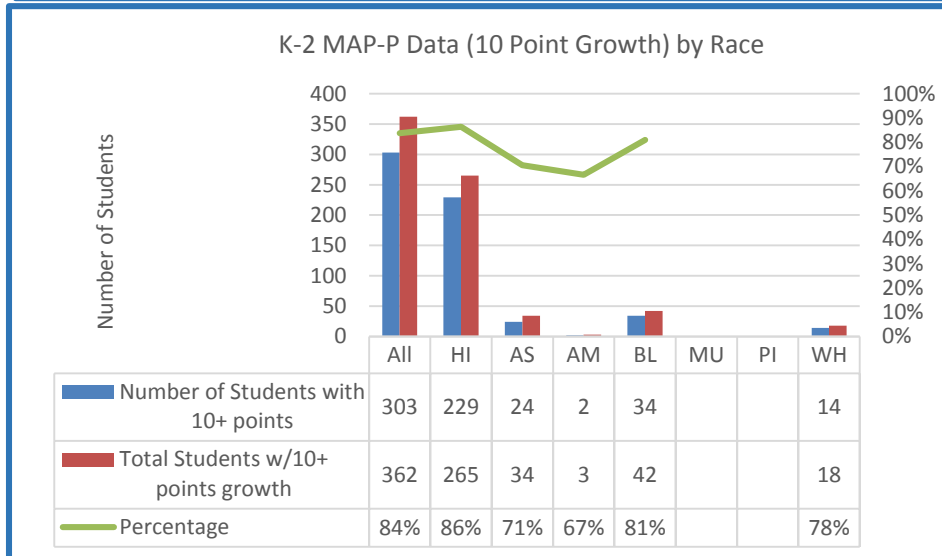
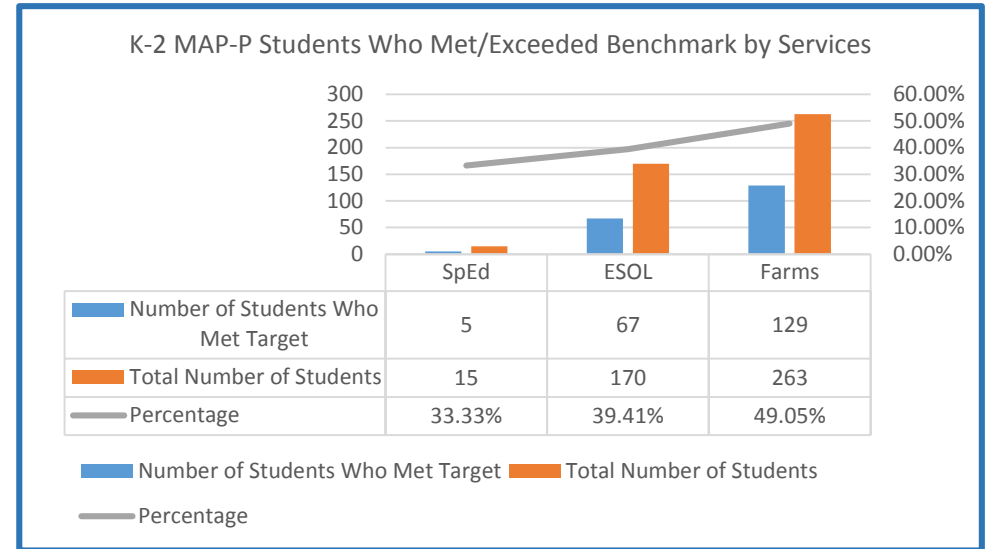
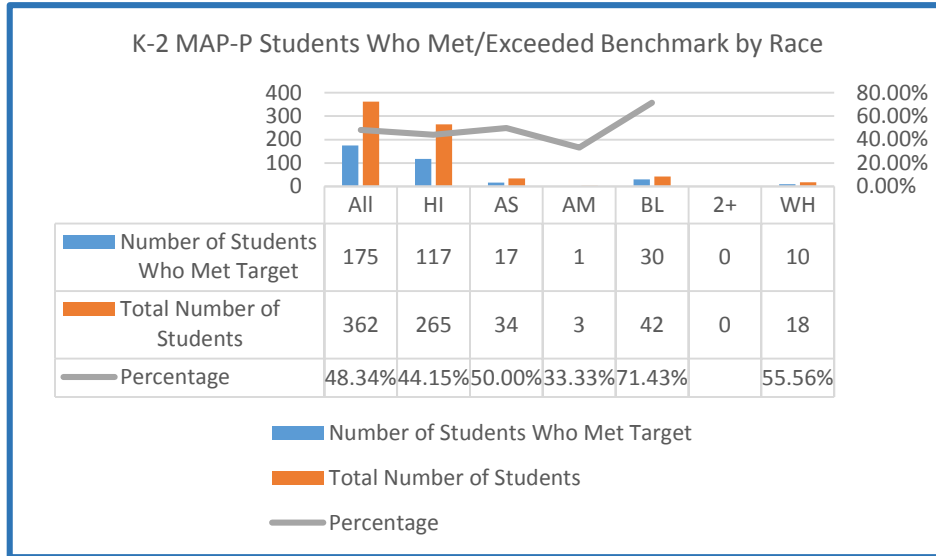
2015 Math Data (Met)			
Grade	Met	Total	Percentage
K	48	95	50.53%
1st	39	119	32.77%
2nd	89	133	66.92%
3rd	50	116	43.10%
4th	31	108	28.70%
5th	44	102	43.14%
<b>Total</b>	<b>301</b>	<b>673</b>	<b>44.73%</b>

2015 Math Data (10+)			
Grade	Met	Total	Percentage
K	78	95	82.11%
1st	104	119	87.39%
2nd	112	133	84.21%
3rd	78	116	67.24%
4th	63	108	58.33%
5th	24	102	23.53%
<b>Total</b>	<b>459</b>	<b>673</b>	<b>68.20%</b>



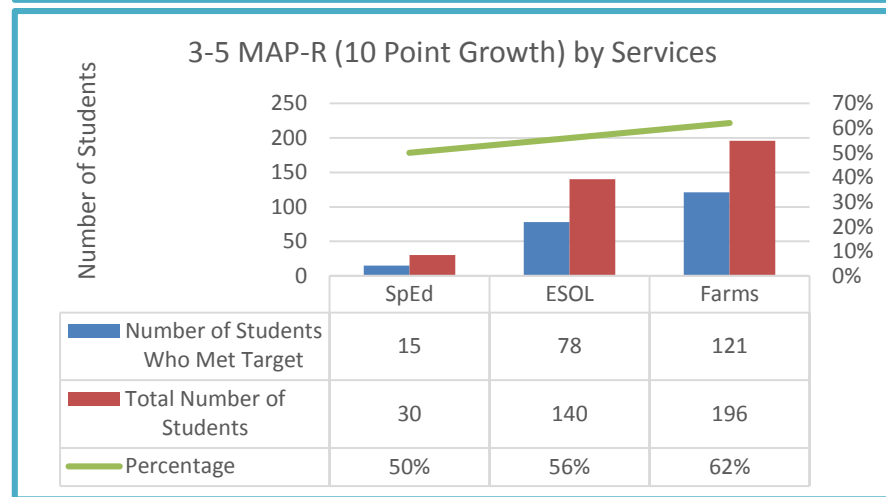
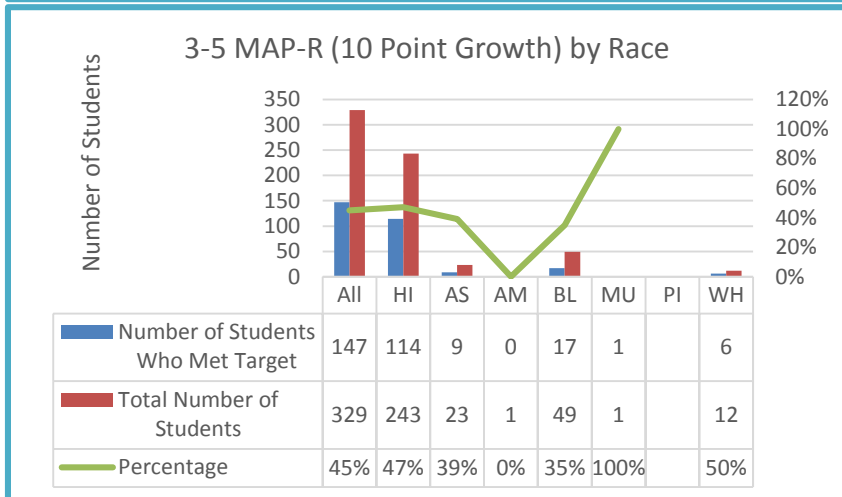
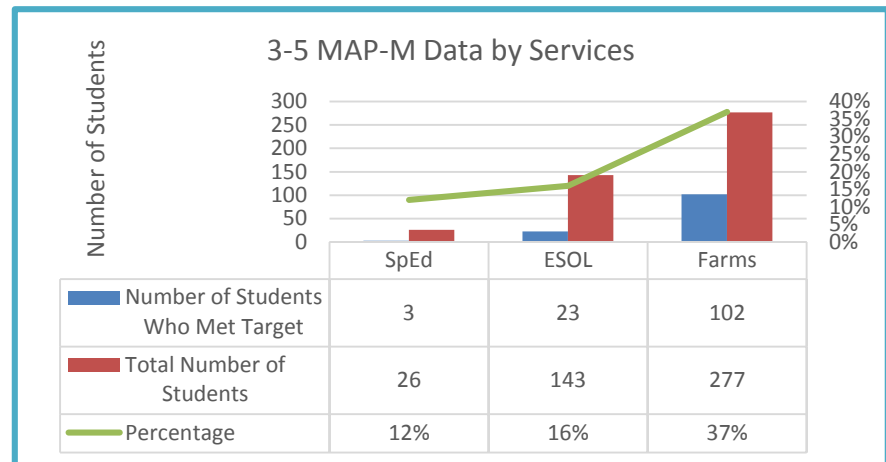
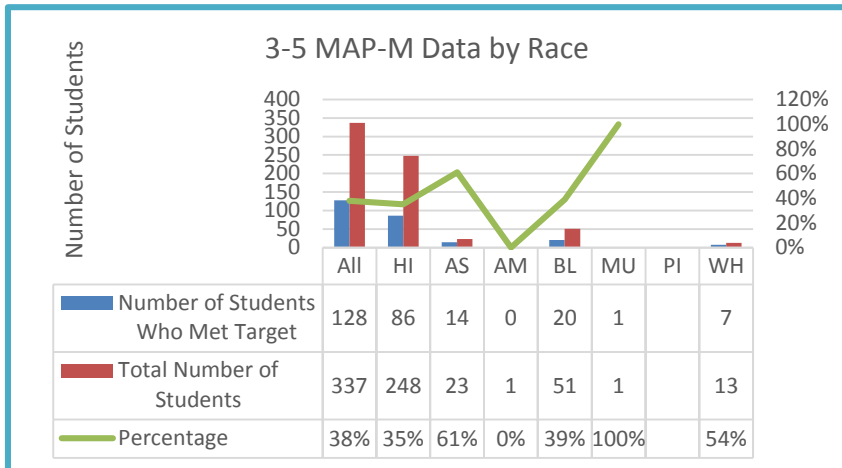
## Baldrige Category: Student and Stakeholder Focus

The following graphs show our levels of attainment of our 2014-2015 math goals for students in grades kindergarten through grade 2 on MAP-P, for students meeting or exceeding the benchmark as well as students with a 10+ points gain from fall 2014 to spring 2015 first by race then by services:



## Baldrige Category: Student and Stakeholder Focus

The following graphs show our levels of attainment of our 2014-2015 math goals for students in grades kindergarten through grade 2 on MAP-P, for students meeting or exceeding the benchmark as well as students with a 10+ points gain from fall 2014 to spring 2015 first by race then by services:



## Baldrige Category: Student and Stakeholder Focus

The *focused observation data* was collected through three school-wide walkthroughs designed to measure student engagement as part of the 2014-2015 instructional focus, which was ***“Students need daily opportunities to demonstrate learning at the grade-level standard in differentiated flexible groups focusing on increased engagement of special education students.”*** During the first walkthrough, participants observed and recorded three areas of engagement; student discourse, student choice, and student centered learning. The captured data showed that 41% of all teachers observed incorporated student-to-student discourse. The percentage of staff providing student choice was 57% and the percentage of staff promoting student centered leaning in their classrooms was 54%.

After the data was presented to the school, the walkthrough team decided that the school should focus its attention on student discourse for the last two walkthroughs and as a result, all professional development was focused on how teachers could promote student-to-student discourse during students’ learning experiences. At the curriculum study in March 2015, professional development was provided on talk moves, such as repeating, adding on, revising our thinking, as well as agreeing/disagreeing with what other peers were able to add to the discussion. Professional development on the use of language frames was also shared at grade-level Extended Team Planning meetings and feedback on student to student discourse was provided to teachers during informal meetings after observations when discourse was observed. As a follow-up, Walkthroughs took place again in April and the results showed that 86% of teachers incorporated student-to-student discourse.

Initial *student voice data* was gathered by survey from the Gallup Student Poll given to the fifth grade students in September 30, through October 31, 2014. The Gallup Student Poll showed that 76% of fifth grade students are engaged at Sargent Shriver.

- Student Engagement: The involvement in and enthusiasm for school, reflects how well students are known and how often they get to do what they do best. – 4.36, Current Mean; 4.38, Past Mean; and 4.34, MCPS Mean
- In the last 7 days, I have received recognition or praise for doing good schoolwork. - 4.12, Current Mean, 4.13 Past Mean; and 3.98, MCPS
- I have a best friend at school. –4.65, Current; 4.61 Past Mean; and 6.68 MCPS Mean

Three additional student voice surveys were administered (November 2014, March 2015 and May 2015). The student voice data was focused on Sheltered Instruction Observation Protocol (SIOP) and Special Education co-taught classes in second and fourth grade classes from November 2014 to March 2015. In May 2015, we expanded the student voice data to grades 1 through 5 examining the students identified as special education versus the non-identified students. The questions in the student voice surveys focused on differentiated, flexible small groups with increased engagement that included student discourse. Students were asked questions about the frequency of their small groups, differentiated small groups, whole group lessons, the teachers’ frequency in explaining of any errors on assessments, opportunities show learning and understanding of concepts in a variety of ways, and the frequency of teachers’ questions about student work with written or oral comments. These questions were given on all three surveys. The results are below.

***My teacher understands my work by asking reflective questions in writing or stating reflective comments on my work.***  
(November 2014, March 2015, and May 2015 – Special Education, Sp. Ed., and non-identified students)

Type of Assignment/Group/Work	November, 2014	March, 2015	May, 2015	
	Special education students	Special education students	Special education students	Non-special Education Students
Small Group Instruction	7.2 %	44.4%	71.7%	73.5%
Independent Work	44.6 %	44.4%	47.0 %	58.4 %
On projects	30.1 %	22.2%	45.7%	50.4 %
Assessments	26.5 %	44.4%	65.2 %	55.8 %
Journal Writing	2.4 %	22.2%	58.7 %	39.5 %
On Exit Cards	4.8 %	33.3%	54.3 %	45.8 %
In Cooperative Groups	3.6 %	0 %	52.2 %	56.6 %
All of the above	22.9 %	33.3 %	30.4 %	27.3 %

## Baldrige Category: Student and Stakeholder Focus

The *teacher voice* survey was given in May 2015. It mirrored the student voice data. The teacher voice survey was given to homeroom teachers in grades one through five to examine the instruction of students identified as special education versus the non-identified students. The questions in the teacher voice survey focused on differentiated, flexible small groups with increased engagement that included student discourse. Teachers were also asked questions about the frequency of their small groups, differentiated small groups and whole group lessons; the frequency of teachers' help in understanding errors on a variety of assessments, the frequency of teachers allowing students to show their learning and understanding of concepts in a variety of ways, and the frequency of teachers asking questions and providing either written or oral comments on student work. Below are the results:

***I help my students understand their work by asking them reflective questions in writing or stating comments on their work.***

Type of Assignment/Group/Work	May, 2015
Small Group Instruction	83.9%
Independent Work	58.1%
On projects	51.6%
Assessments	71.0%
Journal Writing	35.5%
On Exit Cards	61.3%
In Cooperative Groups	61.3 %
All of the above	38.7 %

Specific data on *structures and processes* was not included as a data source in determining the 2015-2016, but will be used the following year.

Analysis and interpretation of the multiple data sources reviewed during summer leadership allowed us to make more informed decisions to positively impact student achievement and align our work to the district's strategic plan. While we recognize that there is much work to be done overall, the data showed that our Hispanic students were not achieving at the same rate as compared to their African American peers. The varied data sources also allowed the team to develop strong arguments for changing our instructional focus to the area of math based on the data points, but what no one on the team could argue with was what students needed; comprehension strategies and opportunities to give written responses as well as opportunities to build foundational skills.

Our previous instructional focus led us to seek information from our students and helped to make instructional changes throughout the year that were observable, thus leading to better discourse strategies and improved instruction. Additionally, it was important to continue to exchange information with our students to ensure that teachers understood the thinking of the students and received effective feedback. A factor that helped to decide final changes to the instructional focus was the system's energy of monitoring instructional reading levels as an area of improvement for all schools. The team agreed that while math showed some areas that needed as much if not more attention than reading, it was possible to continue to emphasize discourse and feedback to increase students' comprehension in several academic areas. Ultimately, the following instructional focus was identified for the 2015-2016 school year: ***Students need daily opportunities to engage in discourse and written response in order to demonstrate their comprehension of reading and math content.***

As a result, we will continue to facilitate discussions by encouraging students to ask questions of one another during learning and engage in teacher-student discussions that promote the process of strategic thinking and goal setting through feedback to meet our 2015-2016 strategic planning goals.

## Baldrige Category: Student and Stakeholder Focus

*What strengths and needs were evident amongst the subgroups based on your root cause analysis that validated the development or continuation of your instructional focus?*

### ***Reading:***

We were able to celebrate our student performance on mCLASS showing that 70% of our Hispanic students in kindergarten through 2<sup>nd</sup> grade are meeting or exceeding the benchmark during the primary years, however the numbers in the intermediate grades speak overwhelmingly to the needs of our Hispanic students in grades 3 through 5, who only met or exceeded the benchmark at a rate of 40%. Both our strengths and needs in reading seem to mirror the urgency of the district to monitor and analyze students' data in reading to determine next instructional steps. Many of the strategies used at the primary level for small group guided reading will be included as needed to students as needed to provide specific instruction in foundational skills (fluency and decoding), comprehension strategies and the understanding of text by using discourse and written response through the instructional focus. Although the growth reading goal for 2014-2015 was not met at 45%, staff does recognize that the average rate of growth for grades 3, 4, and 5 MAP-Rs Rasch scale is between 6 to 8 points for each of the grade levels. Since our goal called for an increase of 10 or more points by each student in grades 3 through 5, we are confident that our instructional focus and our emphasis on equity will help us meet this year's goal.

### ***Mathematics:***

The number and percent of students increasing 10 or more points on MAP-P & MAP-M was almost 70%. This validated the idea that our math instruction is yielding at least one year's growth, but it still is not enough to assist our students to meet or exceed the end of the year benchmark. As in reading, the percent of students meeting or exceeding the end of the year benchmark is low and under 50%. Just as in reading, the number and percent of students meeting the benchmark is greater at the primary grades than in the intermediate grades.

### ***Other Strengths:***

According to the Gallup survey, the sampling of our students consider themselves to be engaged by 76% and in school-based surveys our students reported that teachers ask reflective questions either orally or in writing. Our increased engagement which includes opportunities for student discourse is a great foundation for our work this year. It is evident that professional development does work and that our teachers consistently use what they learn to help students do better at Sargent Shriver Elementary School.

## **Baldrige Category: Student and Stakeholder Focus**

- As a result of your root cause analysis the school has identified the goals for the school year (SY) 2015–2016. The goals should lead toward the attainment of the milestones in the MCPS Strategic Framework.

### **2015-2016 School Improvement Goals**

**Sargent Shriver Elementary School will meet the following goals:**

**Reading Goal:** 75% of all students at Sargent Shriver Elementary School and all subgroups in grades K-5 will meet or exceed the end of the year reading benchmark as measured by mCLASS Reading Assessments or Measures of Academic Progress in Reading (MAP-R) assessments. We will close the achievement gap towards the district milestones between our African American and Hispanic subgroup by five percent. All students at Sargent Shriver Elementary School and all subgroups in grades 3-5 will increase their performance on MAP R, by at least 6 RIT points by the end of the 2015-2016 school year.

**Mathematics Goal:** 75% of all students at Sargent Shriver Elementary School and all subgroups in grades K-5 will meet or exceed the end of the year RIT score as measured on the assessment Measures of Academic Progress in Mathematics (MAPs). We will close the achievement gap towards the district milestone between our African American and Hispanic subgroup by five percent. All students Sargent Shriver Elementary School and all subgroups in grades 1-5 will increase their performance on MAP-P or MAP-M by at least 10 RIT points by the end of the 2015-2016 school year.

**The Cultural Proficiency Goal:** Teachers will be given frequent opportunities to explore the impact of race and cultural patterns of communication with an emphasis on the Hispanic culture. Our staff will provide frequent effective feedback that communicates high expectations to increase student achievement in reading and mathematics.

**SIP Instructional Focus:** Students need daily opportunities to engage in discourse and written response in order to demonstrate their comprehension of reading and math content.

## Baldrige Category: Faculty and Staff Focus

### Reading Learning Progression

**Reading Goal:** 75% of all students at Sargent Shriver Elementary School and all subgroups in grades K-5 will meet or exceed the end of the year reading benchmark as measured by mCLASS Reading Assessments or Measures of Academic Progress in Reading (MAP-R) assessments. We will close the achievement gap towards the district milestones between our African American and Hispanic subgroup by five percent. All students at Sargent Shriver Elementary School and all subgroups in grades 3-5 will increase their performance on MAP R, by at least 6 RIT points by the end of the 2015-2016 school year.

Reading					
Action Steps Outcome/Timeline	Person Responsible	Resources Needed	Monitoring Tools Data Points	Monitoring Date	Anticipated/Actual Results (Percentage or # of Participants)
<p style="text-align: center;"><b>July-August</b></p> <p><i>Professional Learning for all Teachers of Grades K- 2</i></p> <p style="text-align: center;">Macro Learning – Professional Development</p> <p style="text-align: center;"><b>Implementing and Assessing Guided Reading</b></p> <p style="text-align: center;"><b>Monthly Instructional Reading Level (MIRL)</b></p> <ul style="list-style-type: none"> <li>• Teachers will analyze the components and expectations of the Balanced Literacy Schedule and will be able to describe how it is used to support student learning.</li> <li>• Teachers will be able to articulate the rationale and expectations of assessment in guided reading.</li> </ul>	<p>Reading Specialist</p>	<p>Module 1 Power Point and Materials Balanced Literacy Schedule MIRL Data Binders</p>	<p>Meeting Evaluation and Feedback</p>	<p>September 26, 2015</p>	<p style="text-align: center;"><i>Anticipated Results:</i></p> <ul style="list-style-type: none"> <li>• 100% of teachers will be able identify the components of balance literacy and describe how it supports student learning. Teachers will be able to articulate the rationale and expectations of assessment in guided reading (MIRL).</li> </ul> <p style="text-align: center;"><i>Actual Results:</i></p> <p style="text-align: center;"><i>Implications:</i></p> <p style="text-align: center;"><i>Next Steps:</i></p>

## Baldrige Category: Faculty and Staff Focus

<b>b</b>	<p><b>October-June</b></p> <p><u>Professional Learning for all Teachers</u> Micro Learning – Curriculum Study</p> <ul style="list-style-type: none"> <li>Teachers will be able to unpack the reading indicators and plan for differentiated reading groups.</li> </ul>	<p>Reading Specialist</p>	<p>Curriculum 2.0 Website Guided Reading Planning Sheets Running Records Formative Assessments</p>	<p>Guided Reading planning Sheets Criteria for Success</p>	<p>October 2015-June 2016</p>	<p style="text-align: center;"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of participants will be able to utilize extended team planning to carefully plan for small group instruction, using MCPS <i>Guided Reading Planning Templates</i>. Additionally, they will look at formative assessments (running records, written and oral responses), to plan for instruction.</li> </ul> <p style="text-align: center;"><b>Actual Results:</b></p> <p style="text-align: center;"><b>Implications:</b></p> <p style="text-align: center;"><b>Next Steps:</b></p>
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**Baldrige Category: Faculty and Staff Focus**

<b>c</b>	<p align="center"><b>September</b></p> <p align="center"><i>Professional Learning for all Teachers</i> Macro Learning – Professional Development</p> <p align="center"><b>MIRL – Module 1</b></p> <ul style="list-style-type: none"> <li>• Teachers will analyze the components and expectations of the Balanced Literacy Schedule and will be able to describe how it is used to support student learning.</li> <li>• Teachers will be able to articulate the rationale and expectations of assessment in guided reading.</li> </ul>	Reading Specialist	Module 1 Power Point and Materials Balanced Literacy Schedule MIRL Data Binders	Meeting Evaluation and Feedback	September 26, 2015	<p align="center"><i>Anticipated Results:</i></p> <ul style="list-style-type: none"> <li>• 100% of teachers will be able identify the components of balance literacy and describe how it supports student learning. Teachers will be able to articulate the rationale and expectations of assessment in guided reading (MIRL).</li> </ul> <p align="center"><i>Actual Results:</i></p> <p align="center"><i>Implications:</i></p> <p align="center"><i>Next Steps:</i></p>
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## Baldrige Category: Faculty and Staff Focus

<b>d</b>	<p style="text-align: center;"><b>October 19, 2015</b></p> <p style="text-align: center;"><u>Professional Learning for all Teachers</u> Macro Learning – Professional Development</p> <ul style="list-style-type: none"> <li>Teachers will study fluency as the ability to read a text accurately, quickly, and with expression, and that <b>it</b> is the bridge between word recognition and comprehension.</li> <li><b>Teachers will hear from fluency expert Dr. Tim Rasinski &amp; explore various resources and strategies for teaching our students to be fluent readers.</b></li> </ul>	Reading Specialist	The Essentials of Developing Fluency by Tim Rasinski Video	Meeting and Evaluation and Feedback	October 19, 2015	<p style="text-align: center;"><i>Anticipated Results:</i></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to articulate fluency as the <b>ability to read a text accurately, quickly, and with expression, and identify the bridge between word recognition and comprehension.</b></li> <li><b>100% of teachers will be able to use various resources and strategies to plan for fluency reading instruction.</b></li> </ul> <p style="text-align: center;"><i>Actual Results:</i></p> <p style="text-align: center;"><i>Implications:</i></p> <p style="text-align: center;"><i>Next Steps:</i></p>
<b>e</b>	<p style="text-align: center;"><b>TBD</b></p> <p style="text-align: center;"><u>Professional Learning for all Independent Reading</u> <u>PLC Members</u> Macro Learning – Professional Development</p> <ul style="list-style-type: none"> <li>Teachers will discuss the importance of independent reading and examine how to insert independent time during the balanced literacy block.</li> <li>Teachers will examine the process for scaffolding how to teach students to apply the skills and strategies learned during small groups when reading independently.</li> </ul>	Reading Specialist	Independent Reading Research Curriculum 2.0 Website Reading Tool Kit	Meeting Evaluation and Feedback	TBD	<p style="text-align: center;"><i>Anticipated Results:</i></p> <ul style="list-style-type: none"> <li>100% of PLC members will gain a deeper understanding of the importance of independent reading by discussing and understanding current research and best practices.</li> </ul> <p style="text-align: center;"><i>Actual Results:</i></p> <p style="text-align: center;"><i>Implications:</i></p> <p style="text-align: center;"><i>Next Steps:</i></p>

## Baldrige Category: Faculty and Staff Focus

f	<p style="text-align: center;"><b>November, December, and March</b></p> <p style="text-align: center;"><u>Professional Learning for all Teachers</u> Macro Learning – Professional Development</p> <ul style="list-style-type: none"> <li>• All professional staff will engage in a modified book study of <i>Strategies That Work – Teaching Comprehension to Enhance Understanding</i>.</li> <li>• November 9, 2015             <ul style="list-style-type: none"> <li>○ <u>Chapter #4: Teaching With Short Text (&amp; Picture Books)</u></li> </ul> </li> <li>• December 7, 2015             <ul style="list-style-type: none"> <li>○ <u>Chapter # 6: Making Connections: A Bridge From the Known to the New</u></li> </ul> </li> <li>• December 21, 2015             <ul style="list-style-type: none"> <li>○ <u>Chapter #7: Questioning: The Strategy That Propels Readers Forward</u></li> </ul> </li> <li>• February 1, 2016             <ul style="list-style-type: none"> <li>○ <u>Chapter# 8: Visualizing and Inferring: Strategies That Enhance Understanding</u></li> </ul> </li> <li>• March 7, 2016             <ul style="list-style-type: none"> <li>○ <u>Chapter #9: Determining Importance in Text: The Non-Fiction Connection</u></li> </ul> </li> </ul>	Reading Specialist	<i>Strategies That Work – Teaching Comprehension to Enhance Understanding Text</i>	Meeting Evaluation and Feedback	November 9, 2015, December 7, 2015, December 21, 2015, February 1, 2016, and March 7, 2016	<p style="text-align: center;"><b><i>Anticipated Results:</i></b></p> <ul style="list-style-type: none"> <li>• 100% of participants will strengthen their knowledge and understanding of comprehension strategies by exploring a variety of instructional practices. Participants will learn strategies for teaching with short texts, along with strategies for teaching <u><i>Making Connections, Questioning, Visualizing, Inferring, and Determining Importance.</i></u></li> </ul> <p style="text-align: center;"><b><i>Actual Results:</i></b></p> <p style="text-align: center;"><b><i>Implications:</i></b></p> <p style="text-align: center;"><b><i>Next Steps:</i></b></p>
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**Baldrige Category: Faculty and Staff Focus**

06	<p align="center"><b>November</b></p> <p align="center"><i>Professional Learning for all Teachers (Grades 4, 5, and METS)</i></p> <p align="center">Macro Learning – Professional Development</p> <p align="center"><b>MIRL – Module 2A</b></p> <ul style="list-style-type: none"> <li>Teachers will receive training on Implementing, Assessing, and Monitoring Guided Reading: Analyzing data and instructional practices.</li> </ul>	<p>Reading Specialist Staff Development Teacher</p>	<p>Module 2 A Power Point and Materials Balanced Literacy Schedule MIRL Data Binders</p>	<p>Running Records Meeting and Evaluation and Feedback</p>	<p>November 3, 2015</p>	<p align="center"><b><i>Anticipated Results:</i></b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to determine and monitor instructional reading levels based on analysis of running reading records and assessments of reading comprehension.</li> <li>100% of teachers will be able to identify the types of errors and standard codes used when administering a running reading record. Additionally, teachers will be able to identify the components of the <i>Monthly Reading Collection Tool</i>.</li> </ul> <p align="center"><b><i>Actual Results:</i></b></p> <p align="center"><b><i>Implications:</i></b></p> <p align="center"><b><i>Next Steps:</i></b></p>
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**Baldrige Category: Faculty and Staff Focus**

<p align="center"><b>h</b></p>	<p align="center"><b>November</b></p> <p align="center"><i>Professional Learning for All Teachers (Grade 3)</i></p> <p align="center">Macro Learning – Professional Development</p> <p align="center"><b>MIRL – Module 2A</b></p> <ul style="list-style-type: none"> <li>Teachers will receive training on Implementing, Assessing, and Monitoring Guided Reading: Analyzing data and instructional practices.</li> </ul>	<p align="center">Reading Specialist Staff Development Teacher</p>	<p align="center">Module 2 A Power Point and Materials Balanced Literacy Schedule MIRL Data Binders</p>	<p align="center">Running Records Meeting and Evaluation and Feedback</p>	<p align="center">November 5, 2015</p>	<p align="center"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to determine and monitor instructional reading levels based on analysis of running reading records and assessments of reading comprehension.</li> <li>100% of teachers will be able to identify the types of errors and standard codes used when administering a running reading record. Additionally, teachers will be able to identify the components of the <i>Monthly Reading Collection Tool</i>.</li> </ul> <p align="center"><b>Actual Results:</b></p> <p align="center"><b>Implications:</b></p> <p align="center"><b>Next Steps:</b></p>
<p align="center"><b>i</b></p>	<p align="center"><b>November</b></p> <p align="center"><i>Professional Learning for all Teachers</i></p> <p align="center">Micro Learning – Professional Development</p> <ul style="list-style-type: none"> <li>Teachers will bring running records to the meeting and identify the types of errors and standard codes (M/S/V) their students used.</li> </ul>	<p align="center">Reading Specialist Staff Development Teacher</p>	<p align="center">Module 2 A Power Point and Materials Balanced Literacy Schedule MIRL Data Binders</p>	<p align="center">Running Records Meeting and Evaluation and Feedback</p>	<p align="center">November 23, 2015</p>	<p align="center"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of participants will be able to identify the types of errors and standard codes (M/S/V) used when administering a running record, and use them to analyze errors.</li> </ul> <p align="center"><b>Actual Results:</b></p> <p align="center"><b>Implications:</b></p> <p align="center"><b>Next Steps:</b></p>

**Baldrige Category: Faculty and Staff Focus**

<b>J</b>	<p align="center"><b>January</b></p> <p align="center"><i>Professional Learning for All Teachers (Grade 1 and 2)</i></p> <p align="center">Macro Learning – Professional Development</p> <p align="center"><b>MIRL - Module 2B</b></p> <ul style="list-style-type: none"> <li>Teachers will receive training on: Implementing, Assessing, and Monitoring Guided Reading: Analyzing data and instructional practices.</li> </ul>	<p>Reading Specialist Staff Development Teacher</p>	<p>Module 2 B Power Point and Materials Balanced Literacy Schedule MIRL Data Binders</p>	<p>Running Records Meeting and Evaluation and Feedback</p>	<p>January, 2016</p>	<p align="center"><b><i>Anticipated Results:</i></b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to determine and monitor instructional reading levels based on analysis of running reading records and assessments of reading comprehension.</li> <li>100% of teachers will be able to identify the types of errors and standard codes used when administering a running reading record. Additionally, teachers will be able to identify the components of the <i>Monthly Reading Collection Tool</i>.</li> </ul> <p align="center"><b><i>Actual Results:</i></b></p> <p align="center"><b><i>Implications:</i></b></p> <p align="center"><b><i>Next Steps:</i></b></p>
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**Baldrige Category: Faculty and Staff Focus**

<b>k</b>	<p align="center"><b>January</b></p> <p align="center"><i>Professional Learning for All Teachers (Kindergarten)</i></p> <p align="center">Macro Learning – Professional Development</p> <p align="center"><b>MIRL – Module 2B</b></p> <ul style="list-style-type: none"> <li>Teachers will receive training on: Implementing, Assessing, and Monitoring Guided Reading: Analyzing data and instructional practices.</li> </ul>	<p>Reading Specialist Staff Development Teacher</p>	<p>Module 2 B Power Point and Materials Balanced Literacy Schedule MIRL Data Binders</p>	<p>Running Records Meeting and Evaluation and Feedback</p>	<p>January (TBD)</p>	<p align="center"><b><i>Anticipated Results:</i></b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to determine and monitor instructional reading levels based on analysis of running reading records and assessments of reading comprehension.</li> <li>100% of teachers will be able to identify the types of errors and standard codes used when administering a running reading record. Additionally, teachers will be able to identify the components of the <i>Monthly Reading Collection Tool</i>.</li> </ul> <p align="center"><b><i>Actual Results:</i></b></p> <p align="center"><b><i>Implications:</i></b></p> <p align="center"><b><i>Next Steps:</i></b></p>
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## Baldrige Category: Faculty and Staff Focus

<b>l</b>	<p style="text-align: center;"><b>April</b></p> <p style="text-align: center;"><u>Professional Learning for all Teachers</u> Macro Learning – Professional Development</p> <ul style="list-style-type: none"> <li>Teachers will discuss the importance of independent reading and examine how to insert independent time during the balanced literacy block.</li> <li>Teachers will examine the process for scaffolding how to teach students to apply the skills and strategies learned during small groups when reading independently.</li> </ul>	<p>Reading Specialist Independent Reading PLC Members</p>	<p>Independent Reading Research Curriculum 2.0 Website Reading Tool Kit</p>	<p>Meeting Evaluation and Feedback</p>	<p>April 4, 2016</p>	<p style="text-align: center;"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of participants will be able to identify key steps in establishing an effective independent reading component of their Balanced Literacy block.</li> </ul> <p style="text-align: center;"><b>Actual Results:</b></p> <p style="text-align: center;"><b>Implications:</b></p> <p style="text-align: center;"><b>Next Steps:</b></p>
<b>m</b>	<p style="text-align: center;"><b>May</b></p> <p style="text-align: center;"><u>Professional Learning for All Teachers</u> Micro Learning – Professional Development</p> <p style="text-align: center;"><b>MIRL – Module 3</b></p> <ul style="list-style-type: none"> <li>Teachers will revisit what they learned from the reading modules throughout the year.</li> <li>Teachers will discuss specific components of implementing, assessing, and monitoring guided reading and determine continued study during the 2016-2017 school year.</li> </ul>	<p>Reading Specialist</p>	<p>MIRL Data Binders</p>	<p>Meeting Evaluation and Feedback</p>	<p>May 16, 2016</p>	<p style="text-align: center;"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to articulate their success in implementing, assessing, and monitoring guided reading.</li> </ul> <p style="text-align: center;"><b>Actual Results:</b></p> <p style="text-align: center;"><b>Implications:</b></p> <p style="text-align: center;"><b>Next Steps:</b></p>



## Baldrige Category: Faculty and Staff Focus

### Sargent Shriver Math Learning Progression

**Mathematics Goal:** 75% of all students at Sargent Shriver Elementary School in grades K-5 will meet or exceed the end of the year RIT score as measured on the assessment Measures of Academic Progress in Mathematics (MAPs). We will close the achievement gap towards the district milestone between our African American and Hispanic students by five percent. All students at Sargent Shriver Elementary School and all subgroups in grades 1-5 will increase their performance on MAP-P or MAP-M by at least 10 RIT points by the end of the 2015-2016 school year.

Math					
Action Steps Outcome/Timeline	Person Responsible	Resources Needed	Monitoring Tools Data Points	Monitoring Date	Anticipated/Actual Results (Percentage or # of Participants)
<p style="text-align: center;"><b>September</b></p> <p style="text-align: center;"><i>Professional Learning for All Mathematics Teachers</i></p> <p style="text-align: center;">Macro Learning – Extended Team Planning</p> <ul style="list-style-type: none"> <li>• Teachers will examine the <u>Guiding Principles and Examples for Use of Instructional Time in Elementary Mathematics</u> to assist with planning differentiated lessons for students.</li> <li>• Teachers will identify high leverage mathematics instructional practices to deepen students’ understanding of mathematical concepts.</li> </ul>	Staff Development Teacher	Guiding Principles and Examples for Use of Instructional Time in Elementary Mathematics	Meeting Evaluations	September, 2015	<p style="text-align: center;"><i>Anticipated Results:</i></p> <ul style="list-style-type: none"> <li>• 100% of teachers will be able to utilize the guiding principles from the article during future grade level Extended Team Planning(ETP) to carefully plan for small group math instruction.</li> <li>• 100% of teachers will be able to consider and use a variety of strategies or solution methods for each grade level standard.</li> </ul> <p style="text-align: center;"><i>Actual Results:</i></p> <p style="text-align: center;"><i>Implications:</i></p> <p style="text-align: center;"><i>Next Steps:</i></p>

**Baldrige Category: Faculty and Staff Focus**

<b>b</b>	<p align="center"><b>October</b></p> <p align="center"><i>Professional Learning for Teachers of Grades kindergarten, 1 &amp; 2</i></p> <p align="center">Micro Learning – Curriculum Study</p> <ul style="list-style-type: none"> <li>Teachers will study the math content by reviewing the indicators and embedding the instructional practices and strategies into their lesson plans.</li> <li>Teachers will explore and analyze the new data collection tool to determine the sequence of addition and subtraction within 10 and within 20.</li> </ul>	Staff Development Teacher	Curriculum 2.O, Manipulatives, Data Collection Tool, Professional Development Video Clips	Data Collection Tool Meeting Evaluation	October 7, 8, and 14, 2015	<p align="center"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will identify level 1, 2, and 3 methods of fluency within 10 addition and subtraction facts.</li> <li>100% of teachers will identify level 1, 2, and 3 methods of fluency within 20 addition and subtraction facts.</li> <li>100% of teachers will use the new data collection tool to determine the next steps and inform their teaching</li> </ul> <p align="center"><b>Actual Results:</b></p> <p align="center"><b>Implications:</b></p> <p align="center"><b>Next Steps:</b></p>
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**Baldrige Category: Faculty and Staff Focus**

<b>c</b>	<p align="center"><b><i>October</i></b></p> <p align="center"><u><i>Professional Learning for Teachers of Grade 3</i></u> Micro Learning – Curriculum Study</p> <ul style="list-style-type: none"> <li>• Teachers will study the math content by reviewing the indicators and embedding the instructional practices and strategies into their lesson plans.</li> <li>• Teachers will analyze the new data collection tool and determine the sequence of multiplication and division facts.</li> </ul>	Staff Development Teacher	Curriculum 2.O, Manipulatives, Data Collection Tool, Professional Development Video Clips	Data Collection Tool Meeting Evaluation	October 21, 2015	<p align="center"><b><i>Anticipated Results:</i></b></p> <ul style="list-style-type: none"> <li>• 100% of teachers will be able to identify level 1, 2 and 3 methods of fluency in order to teach multiplication and division problems.</li> <li>• 100% of teachers will use the new data collection tool to determine the next steps and inform their teaching</li> </ul> <p align="center"><b><i>Actual Results:</i></b></p> <p align="center"><b><i>Implications:</i></b></p> <p align="center"><b><i>Next Steps:</i></b></p>
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**Baldrige Category: Faculty and Staff Focus**

<b>d</b>	<p align="center"><i>October</i></p> <p align="center"><u>Professional Learning for Teachers of Grades 4 &amp; 5</u> Micro Learning – Curriculum Study</p> <ul style="list-style-type: none"> <li>Teachers will study the math content by reviewing the indicators and embedding the instructional practices and strategies into their lessons plans to teach the skills.</li> <li>Teachers will analyze the new data collection tool from Curriculum 2.0 and determine the instructional sequence.</li> </ul>	Staff Development Teacher	Curriculum 2.0 Website Professional Development Video Clips	Extended Team Planning Template Data Collection Tools	October 20 and 22, 2015	<p align="center"><i>Anticipated Results:</i></p> <ul style="list-style-type: none"> <li>100% of teachers will deepen their understanding of the mathematics instruction and sequence to deepen students’ understanding.</li> <li>100% of teachers will be able to anticipate students’ misconceptions or barriers to mastering the mathematics content.</li> <li>100% of teachers will use the new data collection tool to determine the next steps for instruction and inform their teaching</li> </ul> <p align="center"><i>Actual Results:</i></p> <p align="center"><i>Implications:</i></p> <p align="center"><i>Next Steps:</i></p>
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## Baldrige Category: Faculty and Staff Focus

<b>e</b>	<p style="text-align: center;"><b><i>October</i></b></p> <p style="text-align: center;"><u><i>Professional Learning for all Teachers of Mathematics</i></u> Macro Learning – Extended Team Planning</p> <ul style="list-style-type: none"> <li>Teachers will learn how to model using manipulatives to support teaching the indicators and deepen students’ understanding of the mathematics content.</li> </ul>	Staff Development Teacher	Curriculum 2.0 Website Professional Development Video clips Manipulatives	Extended Team Planning Template Math Planning Sheet	October, 2015	<p style="text-align: center;"><b><i>Anticipated Results:</i></b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to model using manipulatives to increase students’ understanding of the mathematics content.</li> </ul> <p style="text-align: center;"><b><i>Actual Results:</i></b></p> <p style="text-align: center;"><b><i>Implications:</i></b></p> <p style="text-align: center;"><b><i>Next Steps:</i></b></p>
<b>f</b>	<p style="text-align: center;"><b><i>November</i></b></p> <p style="text-align: center;"><u><i>Professional Learning for all Teachers of Mathematics</i></u> Macro Learning – Extended Team Panning</p> <ul style="list-style-type: none"> <li>Teachers will be able to identify, describe the importance of, and use the UCARE strands to increase students’ comprehension of the mathematics content.</li> </ul>	Staff Development Teacher Team leaders	Curriculum 2.0 Website Marking Period Indicators UCARE document	Extended Team Planning Template Math Planning Sheet Meeting Evaluation	Weekly in November, 2015	<p style="text-align: center;"><b><i>Anticipated Results:</i></b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to define and use the UCARE strands to plan meaningful lessons for small group instruction and deepen student’s understanding of mathematical concepts.</li> </ul> <p style="text-align: center;"><b><i>Actual Results:</i></b></p> <p style="text-align: center;"><b><i>Implications:</i></b></p> <p style="text-align: center;"><b><i>Next Steps:</i></b></p>

## Baldrige Category: Faculty and Staff Focus

<b>g</b>	<p style="text-align: center;"><b><i>December</i></b></p> <p style="text-align: center;"><u><i>Professional Learning for all Teachers of Mathematics</i></u></p> <p>Macro Learning – Extended Team Panning</p> <ul style="list-style-type: none"> <li>Teachers will analyze student work samples and collaborate with colleagues to determine the next steps for instruction, how to reteach concepts and skills, and to inform their teaching.</li> </ul>	Staff Development Teacher Team leaders	Student Work Samples, Extended Team Planning Sheet Criteria for Success	Extended Team Planning Template Math Planning Sheet	Weekly in December, 2015	<p style="text-align: center;"><b><i>Anticipated Results:</i></b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to articulate how to differentiate their students’ needs based on the analysis of student work samples.</li> </ul> <p style="text-align: center;"><b><i>Actual Results:</i></b></p> <p style="text-align: center;"><b><i>Implications:</i></b></p> <p style="text-align: center;"><b><i>Next Steps:</i></b></p>
<b>h</b>	<p style="text-align: center;"><b><i>December</i></b></p> <p style="text-align: center;"><u><i>Professional Learning for the CORE Team</i></u></p> <p>Micro Learning</p> <ul style="list-style-type: none"> <li>Core team members will review and discuss math data, identify areas of need, and determine the next instructional steps for teaching and learning.</li> </ul>	Staff Development Teacher	MAP-P & MAP-M Data Discussion Capture Sheet Informal & Formal Observation Data	MAP-P & MAP-M data Meeting Evaluation	December 14,2015	<p style="text-align: center;"><b><i>Anticipated Results:</i></b></p> <ul style="list-style-type: none"> <li>100% of the CORE team will use the next instructional steps for teaching and learning to support teachers with planning, implementing, and assessing mathematics instruction.</li> </ul> <p style="text-align: center;"><b><i>Actual Results:</i></b></p> <p style="text-align: center;"><b><i>Implications:</i></b></p> <p style="text-align: center;"><b><i>Next Steps:</i></b></p>

## Baldrige Category: Faculty and Staff Focus

<b>i</b>	<p style="text-align: center;"><b>January</b></p> <p style="text-align: center;"><u>Professional Learning for all Teachers of Mathematics</u></p> <p>Macro Learning – Extended Team Panning</p> <ul style="list-style-type: none"> <li>Teachers will discuss what students should know and be able to do after exploring and selecting various assessment tools that are aligned to criterion for success to increase student achievement.</li> </ul>	<p>Staff Development Teacher Team Leaders</p>	<p>Proficiency Statements Indicators Curriculum 2.0 Website</p>	<p>Assignments/assessment Criteria for success Meeting Evaluations</p>	<p>Weekly in January, 2016</p>	<p style="text-align: center;"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to explain what students should know and be able to do after identifying common formative assessments and matching criterion of success.</li> </ul> <p style="text-align: center;"><b>Actual Results:</b></p> <p style="text-align: center;"><b>Implications:</b></p> <p style="text-align: center;"><b>Next Steps:</b></p>
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## Baldrige Category: Faculty and Staff Focus

<b>j</b>	<p style="text-align: center;"><b>February</b></p> <p style="text-align: center;"><u>Professional Learning for all Teachers of Mathematics</u></p> <p>Macro Learning – Extended Team Panning</p> <ul style="list-style-type: none"> <li>Teachers will present, discuss, and reflect on strategies used during mathematics instruction that support their Student Learning Objectives.</li> <li>Teachers will be able to gather, interpret, and analyze SLO data to determine the implication and next instructional steps for focus students.</li> </ul>	Team Leaders Teachers	Team SLOs Reflection Sheets Capture Sheets	Reflection Sheets, Extended team Planning Sheet	Weekly in February of 2016	<p style="text-align: center;"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to plan and implement differentiated math groups and scaffold student learning to help them master the mathematic content.</li> <li>100% of teachers will be able to plan and implement at least 1 new teaching practice that increases focus students’ math thinking.</li> <li>10% of teachers will be able to develop at least 1 new math intervention after analyzing SLO data.</li> </ul> <p style="text-align: center;"><b>Actual Results:</b></p> <p style="text-align: center;"><b>Implications:</b></p> <p style="text-align: center;"><b>Next Steps:</b></p>
<b>k</b>	<p style="text-align: center;"><b>March</b></p> <p style="text-align: center;"><u>Professional Learning for all Teachers of Mathematics</u></p> <p>Micro Learning – Extended Team Panning</p> <ul style="list-style-type: none"> <li>Teachers will learn how to use the Northwest Evaluation Association (NWEA) tools to determine specific strands and skills students need to master in order to be successful with Curriculum 2.0 indicators, PARCC and the MAP assessments in mathematics.</li> </ul>	Staff Development Teacher	NWEA password Laptops	Data Collection Tool Capture Sheets Meeting Evaluation	Weekly in February of 2016	<p style="text-align: center;"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will use the NWEA tools to identify specific gaps in their students’ learning and plan and implement flexible needs groups to help students develop goals and increase their mastery of the math content.</li> </ul> <p style="text-align: center;"><b>Actual Results:</b></p> <p style="text-align: center;"><b>Implications:</b></p> <p style="text-align: center;"><b>Next Steps:</b></p>



**Baldrige Category: Faculty and Staff Focus**

1	<p align="center"><i>January – March</i></p> <p align="center"><u><i>Learning for Teachers of Mathematics</i></u> Micro Learning – Curriculum Study</p> <ul style="list-style-type: none"> <li>Teachers will develop and ask clarifying questions in order to gain a deeper understanding of what students should be able to know and do.</li> </ul>	<p align="center">Team leaders Teachers</p>	<p align="center">Curriculum 2.0 Website Professional Development V Video clips</p>	<p align="center">Extended Team Planning Template Math Planning Sheet</p>	<p align="center">See attached curriculum dates</p>	<p align="center"><i>Anticipated Results:</i></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to explain what students should be able to do and know in order to show mastery of mathematics content and skills.</li> </ul> <p align="center"><i>Actual Results:</i></p> <p align="center"><i>Implications:</i></p> <p align="center"><i>Next Steps:</i></p>
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**Baldrige Category: Faculty and Staff Focus**

**Sargent Shriver Culturally Proficient Learning Progression**

**Cultural Proficiency Goal:** Teachers will be given frequent opportunities to explore the impact of race and cultural patterns of communication with an emphasis on the Hispanic culture. Our staff will provide frequent effective feedback that communicates high expectations to increase student achievement in reading and mathematics.

*-How does understanding race and culture affect our teaching? How does race and culture affect feedback?*

*-How does understanding other’s race and culture impact how teachers give feedback? How does race and culture affect how students receive feedback?*

<b>Cultural Proficiency</b>					
<b>Action Steps Outcome/Timeline*</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Monitoring Tools Data Points</b>	<b>Monitoring Date</b>	<b>Anticipated/Actual Results (Percentage or # of Participants)</b>
<p><b>a</b></p> <p style="text-align: center;"><b>July</b></p> <p style="text-align: center;"><u>Professional Learning for Leadership Team</u> Macro Learning</p> <p>Leaders will examine the state of equity in our building in years past and discuss how leaders develop an understanding of equity based on racial and cultural identity.</p>	Staff Development Teacher	Equity Thinking Framework Model of Leading for Equity Document	Meeting Evaluation	August 12, 2015	<p style="text-align: center;"><i>Anticipated Results:</i></p> <ul style="list-style-type: none"> <li>• 100% of leaders will be able to articulate how they will lead for equity at Shriver and how that might be communicated in the SIP.</li> <li>• 100% of leaders will identify what equity work might be included in our action plan and learning progression.</li> </ul> <p style="text-align: center;"><i>Actual Results:</i></p> <p style="text-align: center;"><i>Implications:</i></p> <p style="text-align: center;"><i>Next Steps:</i></p>

## Baldrige Category: Faculty and Staff Focus

<b>b</b>	<p><b>October</b></p> <p><u>Professional Learning for All Teachers</u> Macro Learning-Curriculum Study</p> <ul style="list-style-type: none"> <li>Teachers will examine the different types of feedback given by classroom teachers and discuss connections between race, culture, and feedback.</li> </ul>	Staff Development Teacher	Communication Patterns and Assumptions of Differing Cultural Groups in the United States Document and Website	Meeting Evaluation	October 7, 8, 9, 14, 20, 21, 22, and 29, 2015	<p style="text-align: center;"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to identify and categorize types of feedback in order to give an example of effective feedback.</li> <li>100% of staff will be able to identify a connection between race, culture, and feedback.</li> </ul> <p style="text-align: center;"><b>Actual Results:</b></p> <p style="text-align: center;"><b>Implications:</b></p> <p style="text-align: center;"><b>Next Steps:</b></p>
<b>c</b>	<p><b>November</b></p> <p><u>Professional Learning for All Teachers</u> Micro Learning-Extended Team Planning</p> <ul style="list-style-type: none"> <li>Teachers will examine and reflect upon some of the feedback given to students and determine ways to modify their responses into effective feedback.</li> </ul>	Staff Development Teacher	Communication Patterns and Assumptions of Differing Cultural Groups in the United States Document and Website	Meeting Evaluation	Weekly in November of 2015	<p style="text-align: center;"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to share some responses or feedback to students and determine one way the responses may be changed to be turned into effective feedback.</li> </ul> <p style="text-align: center;"><b>Actual Results:</b></p> <p style="text-align: center;"><b>Implications:</b></p> <p style="text-align: center;"><b>Next Steps:</b></p>

**Baldrige Category: Faculty and Staff Focus**

<p align="center"><b>d</b></p>	<p align="center"><b>December</b></p> <p><i>Professional Learning for All Teachers</i> Macro Learning-Extended Team Planning</p> <ul style="list-style-type: none"> <li>• Team members will study likely areas of miscommunication caused by cultural differences in vocal patterns when giving feedback to students.</li> </ul>	<p align="center">Staff Development Teacher</p>	<p align="center">Communication Patterns and Assumptions of Differing Cultural Groups in the United States Document</p>	<p align="center">Meeting Evaluation</p>	<p align="center">Weekly in December of 2015</p>	<p align="center"><i>Anticipated Results:</i></p> <ul style="list-style-type: none"> <li>• 100% of the teachers will be able to articulate the differences in vocal patterns of several cultures.</li> <li>• 100% of teachers will be able to reflect upon the use of individual vocal patterns when giving feedback to students.</li> <li>• 100% of teachers will be able to modify vocal patterns to communicate effective feedback based on the cultural background of each student.</li> </ul> <p align="center"><i>Actual Results:</i></p> <p align="center"><i>Implications:</i></p> <p align="center"><i>Next Steps:</i></p>

**Baldrige Category: Faculty and Staff Focus**

e	<p align="center"><b>January</b></p> <p><i>Professional Learning for All Teachers</i> Macro Learning-Extended Team Planning</p> <ul style="list-style-type: none"> <li>• Team members will study likely areas of miscommunication caused by cultural differences in gestures when giving feedback to students.</li> </ul>	Staff Development Teacher	Communication Patterns and Assumptions of Differing Cultural Groups in the United States Document	Meeting Evaluation	Weekly in January of 2016	<p align="center"><i>Anticipated Results:</i></p> <ul style="list-style-type: none"> <li>• 100% of the teachers will be able to articulate the differences in gestures of several cultures.</li> <li>• 100% of teachers will be able to reflect upon the use of individual gestures when giving feedback to students.</li> <li>• 100% of teachers will be able to modify gestures to communicate effective feedback based on the cultural background of each student.</li> </ul> <p align="center"><i>Actual Results:</i></p> <p align="center"><i>Implications:</i></p> <p align="center"><i>Next Steps:</i></p>
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**Baldrige Category: Faculty and Staff Focus**

<b>f</b>	<p align="center"><b>February</b></p> <p align="center"><i>Professional Learning for All Teachers</i> Macro Learning-Extended Team Planning</p> <ul style="list-style-type: none"> <li>Team members will study likely areas of miscommunication caused by cultural differences in turn taking and pause time when giving feedback to students.</li> </ul>	Staff Development Teacher	Communication Patterns and Assumptions of Differing Cultural Groups in the United States Document	Meeting Evaluation	Weekly in February of 2016	<p align="center"><b><i>Anticipated Results:</i></b></p> <ul style="list-style-type: none"> <li>100% of the teachers will be able to articulate the differences in turn taking and pause time of several cultures.</li> <li>100% of teachers will be able to reflect upon the use of individual turn taking and pause time when giving feedback to students.</li> <li>100% of teachers will be able to modify turn taking and pause time to communicate effective feedback based on the cultural background of each student.</li> </ul> <p align="center"><b><i>Actual Results:</i></b></p> <p align="center"><b><i>Implications:</i></b></p> <p align="center"><b><i>Next Steps:</i></b></p>
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## Baldrige Category: Faculty and Staff Focus

08	<p><b>March</b></p> <p><i>Professional Learning for All Teachers</i> Macro Learning-Extended Team Planning</p> <ul style="list-style-type: none"> <li>Team members will study likely areas of miscommunication caused by cultural differences in eye contact when giving feedback to students.</li> </ul>	<p>Staff Development Teacher</p>	<p>Communication Patterns and Assumptions of Differing Cultural Groups in the United States Document</p>	<p>Meeting Evaluation</p>	<p>Weekly in March of 2015</p>	<p style="text-align: center;"><b><i>Anticipated Results:</i></b></p> <ul style="list-style-type: none"> <li>100% of the teachers will be able to articulate the differences in eye contact of several cultures.</li> <li>100% of teachers will be able to reflect upon the use of individual eye contact when giving feedback to students.</li> <li>100% of teachers will be able to modify eye contact to communicate effective feedback based on the cultural background of each student.</li> </ul> <p style="text-align: center;"><b><i>Actual Results:</i></b></p> <p style="text-align: center;"><b><i>Implications:</i></b></p> <p style="text-align: center;"><b><i>Next Steps:</i></b></p>
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**Baldrige Category: Faculty and Staff Focus**

<b>h</b>	<p align="center"><b>April</b></p> <p align="center"><i>Professional Learning for All Teachers</i></p> <p>Macro Learning-Extended Team Planning</p> <ul style="list-style-type: none"> <li>• Team members will study likely areas of miscommunication caused by cultural differences in animation/emotion when giving feedback to students.</li> </ul>	Staff Development Teacher	Communication Patterns and Assumptions of Differing Cultural Groups in the United States Document	Meeting Evaluation	Weekly in April of 2016	<p align="center"><i>Anticipated Results:</i></p> <ul style="list-style-type: none"> <li>• 100% of the teachers will be able to articulate the differences in animation/emotion of several cultures.</li> <li>• 100% of teachers will be able to reflect upon the use of individual animation/emotion when giving feedback to students.</li> <li>• 100% of teachers will be able to modify animations/emotions to communicate effective feedback based on the cultural background of each student.</li> </ul> <p align="center"><i>Actual Results:</i></p> <p align="center"><i>Implications:</i></p> <p align="center"><i>Next Steps:</i></p>
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**Baldrige Category: Faculty and Staff Focus**

<p align="center"><b>i</b></p>	<p align="center"><b>May</b></p> <p><u>Professional Learning for All Teachers</u> Micro Learning-Extended Team Planning</p> <ul style="list-style-type: none"> <li>Teachers will revisit each of the communication patterns learned throughout the year.</li> <li>Teachers will identify and discuss specific patterns for continued study during SY17.</li> </ul> <p><u>Professional Learning for Leadership Team</u> Macro Learning</p> <ul style="list-style-type: none"> <li>Leaders will examine actual results from the cultural proficiency learning progression and discuss strengths and needs of the school for the following year.</li> </ul>	<p align="center">Staff Development Teacher</p>	<p align="center">Communication Patterns and Assumptions of Differing Cultural Groups in the United States Document</p>	<p align="center">Meeting Evaluation</p>	<p align="center">Weekly in May of 2016</p>	<p align="center"><b>Anticipated Results:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will be able to articulate their success in using the information related to race, culture, and communication patterns.</li> <li>100% of teachers will be able to articulate how assumptions about different cultural groups have created barriers to student success.</li> </ul> <p align="center"><b>Actual Results:</b></p> <p align="center"><b>Implications:</b></p> <p align="center"><b>Next Steps:</b></p>

## Baldrige Category: Faculty and Staff Focus

### Highly Qualified Teachers Plan for Montgomery County Public Schools

**Date:** July 1, 2015

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

Tasks	Office(s) Responsible	Time Line	Task Review Dates
1. Recruit and hire a cadre of certified and highly qualified teachers for Title I Schools	OHRD	Continuous	Monthly
2. Strive to fill vacancies from a broad-based and diverse candidate pool that includes balance in terms of gender, ethnicity, and experience	OHRD	August-June	April
3. Evaluate the credentials of applicants with experiences related to the needs of the students and conduct interviews by asking questions related to the needs of the students. Work cooperatively with principals to select applicants with the skills set that addresses the needs of the students Allow Title I principals to review new candidate files prior to other principals.	OHRD	November-April	Monthly; November-April
4. Monitor voluntary and involuntary transfers, substitute teachers and instructional assistant coverage for employee absences	OHRD	April-June	April-June
5. Provide consulting teachers to each first-year teacher as part of a comprehensive teacher induction program.	OHRD	August-June	January and June

**Baldrige Category: Faculty and Staff Focus**

<b>Tasks</b>	<b>Office(s) Responsible</b>	<b>Time Line</b>	<b>Task Review Dates</b>
6. Assign a staff development teacher to all schools to ensure that staff members are supported in job-embedded professional development linked to the school improvement process.	OHRD	August-June	January and June
7. Provide training to school teams on effective practices for coaching and supporting colleagues	OHRD, Office of Curriculum and Instructional Programs (OCIP)	July-June	January and May
8. Provide job-embedded professional development linked to the School Improvement Plan	OHRD, OCIP	October-April	January-May

## Baldrige Category: Faculty and Staff Focus

### Highly Qualified Teachers Plan for Sargent Shriver Elementary School

Date: July 1, 2015

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

#### Professional Development (check all that apply)

- Provide job-embedded professional development linked to the SIP differentiated to meet the needs of the varied levels of experience in our building.
- Provide meeting/trainings with paraeducators to align professional development with school initiatives.
- Support teachers and paraeducators through working with staff development teacher, reading specialist, math focus teacher, ESOL, CORE, and Special Education teacher to provide additional ideas.
- Provide differentiated staff development opportunities based on Professional Development Plans.
- Create mentoring opportunities and individualized support for staff new to school or based on their needs and experience.
- Engage in opportunities for Professional Learning Communities.
- Provide substitute coverage for planning to work with colleagues to support instruction. •
- Provide training for paraeducators to enhance and maintain capacity of the C2.0 curriculum and initiatives.
- Provide book study options based on interests that align to the school's instructional focus.

#### Leadership (check all that apply)

- Provide teachers support in applying for Lead Teacher status on the Career Lattice Program.
- Provide leadership opportunities through school leadership and committee.
- Provide opportunities for focus staff to serve in leadership positions and serve as mentors for new staff members.

## **Baldrige Category: Faculty and Staff Focus**

### **Climate** (check all that apply)

- Administration meets after school with teachers to informally discuss concerns or ideas
- Provide social staff gatherings to build relationships between staff members.
- Promote staff member recognition through a variety of ways.
- Provide welcome activities for new staff members.
- Wellness/social activities provided for staff members to participate in as a group before or after school.

### **Planning and Instruction** (check all that apply)

- Provide teachers the opportunity to observe in other teachers' classrooms.
- Provide teachers (in second year or beyond) opportunities to refine instruction and expand capacity for demonstrating high expectations for all students.
- Extended time team planning in master schedule.

### **Support to Teachers** (check all that apply)

- Provide support for staff members for interpreting and translating by Parent Community Coordinator or other local staff members.
- Provide informal feedback notes (or face-to-face feedback meeting if requested) following classroom visits for professional growth.
- Select and maintain skilled team leaders to provide support for staff members.
- Provide coaching for instruction and assessments.
- Provide book study options based on interests that align to the school's instructional focus.

## Baldrige Category: Strategic Planning

### Sargent Shriver Elementary School Reading Action Plan

**Instructional Focus:** Students need daily opportunities to engage in discourse and written response in order to demonstrate their comprehension of reading and math content.

Action Steps/ Objectives/ Processes/Timeline	Person Responsible	Resources Needed	Monitoring Tools or Data Points (Formative/Summative)	Monitoring: Date & by Whom	Results Include evaluation of processes for effectiveness and efficiency)
Provide students with purposeful and effective guided reading instruction daily.	All teachers of reading	C2.0 Curriculum Study/Planning  Extended Planning Time (ETP)	Monitoring Instructional Reading Levels (MIRL)  Observational and Walkthrough data	Daily/Weekly  Administration Core Team Reading Specialist Leadership Team Staff Development Teacher	
Teachers will provide daily opportunities for students to engage in discourse and written responses to demonstrate their comprehension.	All teachers	C2.0 Curriculum Planning ETP	Observational and Walkthrough data	Daily/Weekly Administration	
Assist students in developing one reading goal each marking period to increase achievement.	All teachers of reading	Data Notebooks Benchmark Levels Indicator Documents NWEA website/Descartes Learning Continuum	MIRL  mCLASS reading data  MAP-R data  Fountas & Pinnell data	Once a marking period  Administration  Reading Specialist  Core Team	
Check all kindergarten through grade 5 Student Learning Objectives (SLOs) to ensure alignment to the strategic planning goals.	Core Team	Capture/Feedback Sheet	October, 2015	Semester 1 & 2  Core Team	
Review reading and intervention data for students receiving interventions by each subgroup to monitor progress.	School Leadership Team	Lagging Reading Data, (mCLASS MAP-R)  Student Reading Goals	All data sources of reading	Quarterly  School Leadership Team	

## Baldrige Category: Strategic Planning

### Sargent Shriver Elementary School Mathematics Action Plan

**Instructional Focus:** Students need daily opportunities to engage in discourse and written response in order to demonstrate their comprehension of reading and math content.

Action Steps/ Objectives/ Processes/Timeline	Person Responsible	Resources Needed	Monitoring Tools or Data Points (Formative/Summative)	Monitoring: Date & by Whom	Results Include evaluation of processes for effectiveness and efficiency)
Assist students in developing one mathematics goal each marking period to increase achievement.	All teachers of mathematics	Data Notebooks  Benchmark Levels (NWEA)  NWEA website/Descartes	MAP-P & MAP-M  Grade level Common Formative Assessments	Monthly  Administration  Staff Development Teacher  Core Team	
Teachers will provide daily opportunities for students to engage in discourse and written responses to demonstrate their comprehension.	All teachers	C2.0 Curriculum Planning ETP	Grade level Common Formatives Walkthroughs	Daily/Weekly  Admin	
Check all kindergarten through grade 5 Student Learning Objectives (SLOs) to ensure alignment to the strategic planning mathematics goals.	Core Team	Capture/Feedback Sheet	October, 2015	Semester 1 & 2  Core Team	
Provide students will frequent and effective feedback.	All teachers	Student Work Cultural Communications Patterns Training Info	Student Work	Daily/Weekly  Administration	
Review mathematics intervention data for students receiving interventions.	School Leadership Team	Lagging Math Data  UCARE Strands  NWEA website/Descartes	MAP-P & MAP-M  Grade level Common Formative Assessments  NumberWorlds data	Math Intervention data  Administration  Core Team	

## Baldrige Category: Strategic Planning

**School-wide Reform and Interventions Strategies for Underperforming Students** Complete the following chart to describe the school wide structures and interventions to be used to ensure underperforming students reach proficiency and/or advanced.

The following is a list of best practices or scientifically-based/research-based instructional strategies that are currently used in our school to strengthen the core academic program. A description of each strategy is provided with any modifications used at our school. Most of the strategies address reading and/or mathematics and are used at are school to ensure the likelihood that all students will reach proficiency and advanced on all measures used by the school.

School-wide Reform Strategy	Data Sources from Needs Assessment to Support the School-wide Reform Strategy	What does this school-wide reform strategy address?
<p style="text-align: center;"><b><u>Project M<sup>3</sup>, Mentoring Mathematical Minds Program.</u></b></p> <p>Project M<sup>3</sup> is an enrichment program where students explore a variety of mathematical problems that focused on critical thinking and applying mathematics concepts to real-world problems. Invitations were sent out to pre-identified students based on their data to participate in this after school program. The program is offered to students in grades 3 and 4 and is taught by two staff members.</p>	<p>mCLASS, MAP-R, MAP-P, MAP-M, Inview Teacher Referral Administrator Referral</p>	<p>This strategy is used to provide enrichment and critical thinking.</p>
<p style="text-align: center;"><b><u>Junior Great Books</u></b></p> <p>This program is helps students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. It is implemented in kindergarten through 5<sup>th</sup> grade.</p>	<p>mCLASS Reading Fountas &amp; Pinnell Reading MAP-R Data</p>	<p>The strategy addresses:</p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Critical Thinking</li> <li>• Analyzing Text</li> </ul>
<p style="text-align: center;"><b><u>Words Their Way/Making Words</u></b></p> <p>This program is implemented to teach students to examine words, discover patterns, spell and understand the meanings of words. It is implemented in prekindergarten through 5<sup>th</sup> grade.</p>	<p>mCLASS Reading Fountas &amp; Pinnell Reading MAP-R Data</p>	<p>This strategy addresses:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Phonetic decoding</li> <li>• Vocabulary</li> </ul>



## Baldrige Category: Strategic Planning

<p style="text-align: center;"><b><u>SIOP</u></b></p> <p>This teaching method provides teachers with a practical model of effective instructional strategies that can be implemented during content instruction. The SIOP Model offers an approach to lesson planning and implementation that has proven effective with all students, particularly English Language Learners (ELLs). Teachers plan and implement, and assess content using this method of instruction.</p>	<p style="text-align: center;">mCLASS Reading Fountas &amp; Pinnell Reading MAP-P Data MAP-R Data MAP-M Data</p>	<ul style="list-style-type: none"> <li>• Spelling</li> </ul> <p>This strategy addresses:</p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Reading</li> <li>• Writing</li> <li>• Comprehension</li> <li>• Vocabulary</li> </ul>
<p style="text-align: center;"><b><u>Positive Behavior Intervention &amp; Supports (PBIS)</u></b></p> <p>PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. We use this strategy in kindergarten through 5<sup>th</sup> grade.</p>	<p style="text-align: center;">Behavioral Data Attendance</p> <p style="text-align: center;">Effort-Class DoJos</p> <p style="text-align: center;">Compliment Tickets- Measured by Thinking &amp; Academic Success Skills (TASS)</p>	<p>This strategy addresses:</p> <ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Coping</li> <li>• Decision-making</li> <li>• Positive Disposition</li> </ul>
<p style="text-align: center;"><b><u>Second Step</u></b></p> <p>This program helps students in kindergarten through 5<sup>th</sup> grade develop their social-emotional skills, including making friends, managing emotions, and solving problems to set them on the path for social success and academic readiness. The program combines social-emotional learning with bullying prevention and child protection to form a cohesive foundation for whole-school success. It is implemented in kindergarten through 5<sup>th</sup> grade.</p>	<p style="text-align: center;">Behavioral Data Attendance</p> <p style="text-align: center;">Effort-Class DoJos</p> <p style="text-align: center;">Compliment Tickets- Measured by Thinking &amp; Academic Success Skills (TASS)</p>	<p>This strategy addresses:</p> <ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Coping</li> <li>• Decision-making</li> <li>• Positive Disposition</li> </ul>

## Baldrige Category: Strategic Planning

<p style="text-align: center;"><b><u>Extended Team Planning</u></b></p> <p>This common planning time is extended and utilized by all teachers to study the curriculum as well as plan and implement lessons. It is used to examine student work and determine the implications and next steps. Teachers work collaboratively to plan assessments and determine the criteria for success for assessments.</p>	<p style="text-align: center;">mCLASS Reading Fountas &amp; Pinnell Reading MAP-P Data MAP-R Data MAP-M Data</p>	<p>This strategy addresses many areas to increase student achievement:</p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Reading</li> <li>• Writing</li> <li>• Comprehension</li> <li>• Vocabulary</li> </ul>
<p style="text-align: center;"><b>Specific Strategies to ensure that Under Performing Students Reach Proficient or Advanced</b></p>	<p style="text-align: center;"><b>Data Sources from Needs Assessment to Support the Intervention</b></p>	<p style="text-align: center;"><b>What does this intervention strategy address?</b></p>
<p style="text-align: center;"><b><u>Number Worlds</u></b></p> <p>Structured using the Common Core State Standards (CCSS), Number Worlds is a highly-engaging, research-proven math intervention program that helps underperforming students reach grade level. This program is designed to use with students in grades prekindergarten through 8<sup>th</sup> grade and has real-world applications.</p> <p>This intervention is provided by a focus math intervention teacher to grades 2-5 students. Documentation of Interventions (DOI) are written for each student to monitor his/her progress with bi-weekly assessments for the duration of the 6 to 8 week program. This intervention meets 3 to 4 times a week.</p>	<p style="text-align: center;">MAP-P Data MAP-M Data RIT Scores</p>	<p>The strategies in this intervention address all strands of mathematics:</p> <ul style="list-style-type: none"> <li>• Number sense, properties, and operations</li> <li>• Geometry and spatial sense</li> <li>• Data analysis, statistics, and probability</li> <li>• Algebra and functions</li> </ul>

## Baldrige Category: Strategic Planning

<p style="text-align: center;"><b><u>Reading Recovery</u></b></p> <p>This is a highly effective 20 week intervention of one-to-one tutoring for low-achieving 1<sup>st</sup> grade students. It is used as a supplement to the classroom instruction and is provided to 1<sup>st</sup> grade students by two Reading Recovery teachers. Students chosen for this program are the most at-risk students in the grade-level.</p>	<p style="text-align: center;">Kindergarten Spring mCLASS Reading Data Reading Recovery Observation Survey</p>	<p>This intervention addresses:</p> <ul style="list-style-type: none"> <li>• Word Study</li> <li>• Comprehension</li> <li>• Fluency</li> <li>• Writing</li> </ul>
<p style="text-align: center;"><b><u>Letter Identification Intervention</u></b></p> <p>This school-based strategy is a one-on-one intervention used with kindergarten students who have completed pre-K and can identify less than 20 letters. This intervention is provided by paraeducators in all kindergarten classrooms.</p>	<p style="text-align: center;">Classroom Teacher Letter ID data Collection Tool</p>	<p>This intervention addresses letter recall.</p>
<p style="text-align: center;"><b><u>Fast Track Reading</u></b></p> <p>Fast Track Reading is an intervention program for still emerging readers up to grade 8 reading two years below grade level. This comprehensive and intensive program is implemented by the special education teacher for students in 5<sup>th</sup> grade.</p>	<p style="text-align: center;">MAP-R Articulation Cards Previous Year's Instructional Levels Individualized Education Plan (IEP) Goals</p>	<p>This intervention addresses:</p> <ul style="list-style-type: none"> <li>• Word study</li> <li>• Comprehension</li> <li>• Fluency</li> </ul>

## Baldrige Category: Strategic Planning

<p style="text-align: center;"><b><u>Early Interventions in Reading</u></b></p> <p>The Early Intervention in Reading Program provides a significant increase in the intensity of instruction that low-level readers who need to meet grade-level expectations. Early Interventions in Reading Program identifies struggling readers in kindergarten through 3<sup>rd</sup> grade and provides them with lessons that build mastery of essential skills through explicit, systematic instruction in 5 critical strands: phonemic awareness, letter-sound correspondence, word recognition and spelling, fluency, and comprehension. A special education teacher implements the intervention to students in 3<sup>rd</sup> grade. These students need additional support in all areas of reading, particularly decoding.</p>	<ul style="list-style-type: none"> <li>• Previous year mCLASS Reading data</li> <li>• Articulation cards</li> <li>• Instructional Levels</li> <li>• Classroom Observations</li> <li>• Individualized Education Plan (IEP) Goals</li> </ul>	<p>This intervention addresses intensive small-group instruction to develop:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Phonetic decoding</li> <li>• Reading fluency</li> <li>• Comprehension</li> <li>• Letter-sound correspondence</li> <li>• Word Recognition</li> <li>• Spelling</li> <li>• Fluency</li> <li>• Comprehension</li> </ul>
<p style="text-align: center;"><b><u>Quick Reads</u></b></p> <p>This is a research-based program that increases comprehension of complex text with an instructional routine proven to build content area vocabulary, background knowledge, and fluency at each student's reading level. This intervention is provided to students in 4<sup>th</sup> and 5<sup>th</sup> Grade who need additional support in fluency, vocabulary, and comprehension. This strategy is delivered by a focus teacher.</p>	<p style="text-align: center;">Instructional Reading Levels Articulation cards Fountas &amp; Pinnell Instructional Levels Classroom Observations</p>	<p>This intervention addresses intensive small-group instruction to develop:</p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Vocabulary</li> <li>• Fluency</li> </ul>

## Baldrige Category: Strategic Planning

<p style="text-align: center;"><b><u>Leveled Literacy Intervention</u></b></p> <p>The Fountas &amp; Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention designed for children who find reading and writing difficult. LLI is designed to bring students quickly up to grade-level competency. The program last on an average of 14 to 18 weeks. This intervention is provided to students in grades kindergarten through 3<sup>rd</sup> grade. Students who are chosen for LLI need additional support in all areas of reading.</p>	<p style="text-align: center;">Previous year mCLASS Reading Data Articulation Cards Instructional Levels Classroom Observations</p>	<p>This intervention strategy addresses:</p> <ul style="list-style-type: none"> <li>• Word Study</li> <li>• Comprehension</li> <li>• Fluency</li> </ul>
<p style="text-align: center;"><b><u>Extended Learning Opportunities-Summer Adventures in Learning (ELO-SAIL)</u></b></p> <p>Extended Learning Opportunities – Summer Adventures in Learning (ELO-SAIL) is a Montgomery County Public Schools (MCPS) summer program designed to help students attending federally funded Title I schools who are entering kindergarten through Grade 2 to improve their reading and mathematics skills.</p> <p>For students who are performing below county benchmarks, ELO-SAIL operates as an intervention by reviewing grade level-concepts and strengthening basic skills in reading and mathematics. This intervention also previews upcoming grade level concepts in an effort to frontload content.</p>	<p style="text-align: center;">MAP-P; Running records; mCLASS; anecdotal reading behaviors</p>	<p>The program features a four-hour instructional day of reading, language arts, and mathematics. It is designed to maintain or improve reading and mathematics skills in an effort for students to be ready to succeed in the next grade level.</p>

## Baldrige Category: Strategic Planning

### Sargent Shriver Elementary School Parent Involvement Action Plan

**School:** Sargent Shriver Elementary School

**Date:** September 2015

**SIP Goal/Objective #1 for Parent Involvement:** By the end of the school year, 50% of families will attend at least one family involvement event during which Sargent Shriver Elementary School staff will share information related to student achievement, MCPS curriculum, and local assessments.

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
<b>General Requirements</b>					
1. Involve parents in the decision making process regarding how funds reserved for family involvement are being spent	Parent Involvement Committee (PIC) Administration Title I Specialist	Survey feedback Budgets	Sign in Agenda Notes Evaluation (SANE)	Ongoing Administration Parent Involvement Committee	
2. Review, revise, and distribute the parent involvement plan annually to meet the changing needs of the parents in the school	PIC School staff Administration Parent Community Coordinator	Parent Involvement Plan Feedback	SANE Feedback	Ongoing Parent Involvement Committee	
3. Conduct parent meeting to disseminate information about the school's Title I school-wide program and parental rights	Title I Specialist	Title I Specialist Interpreter	SANE	October/November Title I Specialist	
4. Involve parents in planning, reviewing, and improving the school's parent involvement program	PIC Parent Community Coordinator	Survey feedback	SANE	Ongoing Parent Involvement Committee	

## Baldrige Category: Strategic Planning

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
<b>Building Capacity</b>					
5. Plan and implement parent information meetings on the following topics: <ul style="list-style-type: none"> <li>• Partnership For Assessment of Readiness for College and Careers (PARCC)</li> <li>• Maryland and MCPS Standards and Curriculum</li> <li>• How to Support Reading, Math, and Science at Home</li> <li>• Parent Coffees – Code of Conduct</li> </ul>	Title I Specialist PIC School staff	PowerPoint Parent Notification Interpreter Babysitters Connect-Ed	SANE	Ongoing Title I Specialist	
6. Provide training to staff on the importance of family involvement and effective practices in conducting parent-teacher conferences	Staff Development Teacher Title I Specialist	Research articles Handouts	SANE	Mid November Title I Specialist	
7. Work with other agencies and programs that support parental involvement	Parent Community Coordinator School Counselor Administration Teachers	Contact person at the agency/program	Flyers Meeting notes	Ongoing Parent Community Coordinator  School Counselor	
8. Communicate information to parents about school programs, meetings, and other activities in a language that they can understand, using interpretation resources that are available.	Administration Teachers Parent Community Coordinator Title I Specialist	Interpreter Language Line Newsletters Notices Connect-Ed School website	Newsletters Notices Handouts to parents Connect-Ed	Ongoing Title I Specialist	

## Baldrige Category: Strategic Planning

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
<b>Accessibility</b>					
9. Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless	Administration School Counselor Parent Community Coordinator	Interpreter School Counselor ESOL teachers	SANE Flyers	Ongoing PIC Title I Specialist	
<b>Other</b>					
10. Involve parents as active participants in the planning, review, and revision of the School Improvement Plan.	Administration Parent Community Coordinator Title I Specialist	Accessible schedule Interpreter	SANE	July-September Review due quarterly to OSSI	

**Dates for Parent Coffees:** September 25, 2015; October 23, 2015; November 13, 2015; December 11, 2015; January 15, 2016, January 29, 2016; February 12, 2016; February 26, 2016; March 11, 2016; March 25, 2016; April 8, 2016; April 22, 2016; May 13, 2016; May 25, 2016

**Dates for Parent Involvement Meetings:** October 28, 2015; November 18, 2015; December 16, 2016; January 27, 2016; February 24, 2016; March 23, 2016; April 27, 2016; May 25, 2016



## Baldrige Category: Strategic Planning

### 2015-2016 Family Involvement Committee Information

School: Sargent Shriver Elementary School

Date: October 29, 2015

Principal: Zoraida Brown

Print Name	Position/ Role
Zoraida Brown	Principal
Njeri Williams	Assistant Principal
Mrs. S. Anthony	Parent
Raquel Quiroz	Parent Community Coordinator
Holly Hill	Title 1 Instructional Specialist
Jessica Jones	First Grade Teacher
Jennifer Ranney	First Grade Teacher
Jillian Ewing	Second Grade Teacher
Natalia Tono	Second Grade Teacher
Hilary de Vos	Fifth Grade Teacher
Kara Sivick	ESOL Teacher
Dawn Dubois	Fourth Grade Teacher
Linda Alban	Special Education Teacher
David Wolff	Music Teacher
Afsaneh Shan	Kindergarten Teacher
Pamela Lee	Community Services Coordinator, Linkages to Learning
Brittany Frey	Third Grade Teacher

## **Baldrige Category: Strategic Planning**

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

### **POLICY** **BOARD OF EDUCATION OF MONTGOMERY COUNTY**

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

**Responsible Office:** Communications and Family Outreach

#### **Parent and Family Involvement**

##### **A. PURPOSE**

1. The Board of Education (Board) is committed to promoting meaningful family-school partnerships as an essential component to students' academic success.
2. The Board encourages parent and family involvement in the school community to support children's education, healthy development, and well-being. Montgomery County Public Schools (MCPS) will take actions to promote family involvement efforts that encompass the diversity of the community.

##### **B. ISSUE**

Research indicates that family involvement in education has a positive effect on student learning and healthy development and is an important strategy in reducing achievement gaps. Additionally, meaningful and effective home-school partnerships help to ensure a safe and respectful learning environment.

##### **C. POSITION**

1. The Board supports the development of parent and family involvement programs and services that are comprehensive and linked to student learning and based on, but not limited to, the National Standards for Family-School Partnerships:
  - a) Welcoming all families into the school community—families are active participants in the life of the school, and feel welcomed, valued and connected to each other, to school staff, and to what students are learning and doing in class.
  - b) Communicating effectively—families and school staff engage in regular, meaningful two-way communication about student learning.
  - c) Supporting student success—families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
  - d) Speaking up for children—families are empowered to advocate for their children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
  - e) Sharing power—families and school staff are important and valued partners with unique information regarding decisions that affect children. Families and school staff together inform, influence, and create policies, practices, and programs including full engagement in the school improvement process.

## **Baldrige Category: Strategic Planning**

- f) Collaborating with community—families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.
2. All MCPS employees are expected to promote and demonstrate a commitment to parent and family involvement.

### **D. DESIRED OUTCOME**

All MCPS staff will collaborate with families to build strong family-school partnerships.

### **E. IMPLEMENTATION STRATEGIES**

1. The superintendent of schools will review existing policies and procedures, and develop necessary regulations and procedures to support this policy.
2. The superintendent of schools and the Board of Education will monitor the milestones and data points associated with Goal 3: Strengthen Productive Partnerships for Education in the MCPS Strategic Plan.
3. The Board provides opportunities for parents and other members of the public to provide feedback through public comments at Board meetings, written and e-mail correspondence, service on advisory committees, and participation in public hearings and community forums. Feedback from a broad spectrum of our diverse community is integral to the processes of developing and revising school system policies, strategic planning, budget development, and implementation of school district initiatives.

### **F. REVIEW AND REPORTING**

This policy will be reviewed in accordance with the Board of Education policy review process.

**Policy History:** Adopted by Resolution No. 669-90, November 13, 1990; reformatted September 1996; amended by Resolution 489-02, October 28, 2002, amended by Resolution 417-10, July 26, 2010.

## **Baldrige Category: Strategic Planning**

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

### **REGULATION**

#### **MONTGOMERY COUNTY PUBLIC SCHOOLS**

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

**Responsible Office:** Deputy Superintendent

#### **Parent Involvement**

##### **I. PURPOSE**

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

##### **II. RATIONALE**

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

##### **III. DEFINITION**

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

- A. Communicating
- B. Parenting
- C. Student Learning
- D. Volunteering
- E. School Decision-making and Advocacy
- F. Collaborating with Community

##### **IV. PROCEDURES FOR SCHOOLS**

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

- A. Each local school will include on its school improvement team: school staff, parents, and students (when appropriate) who reflect the rich linguistic and cultural diversity of the local school community.
- B. The school improvement team should consider how parental involvement is incorporated into its School Improvement Plan.
- C. Each local school should work in cooperation with parents, parent groups and PTAs, to develop and maintain a clear, regular two-way communication system that:

## **Baldrige Category: Strategic Planning**

- i. Provides information on issues such as: local school and school system policies, practices and regulations, including discipline procedures, instructional programs, opportunities for collaboration, school or system initiatives, regular student progress reports, assessments, and parent-teacher conferences, through a variety of traditional and non-traditional means such as, but not limited to, newsletters, school-parent orientation programs, checklists, web sites, and list serves
  - ii. Solicits and considers parent comments and concerns, and makes use of parent talents
  - iii. Strives to ensure that staff are accessible for parent-teacher communications
  - iv. Uses the resources of the community and central offices
- D. Work in cooperation with the PTA and other parent groups to support programs for parents to learn how to create and sustain a home learning environment by:
- i. Sharing information, materials, and programs about how parents can:
    - a) Recognize that they have an essential role to play in their children's education by supporting, encouraging, and assisting their children to learn
    - b) Get information on "parenting" topics such as nutrition, health, self-esteem, parent/child communication, motivation, discipline, child development, and other topics relevant to the specific population
  - ii. Providing space for parent training and parent materials, as feasible
  - iii. Ensuring that parenting information is provided to parents on a regular, systematic basis by using such forums as parenting sections in newsletters, discussion groups, conferences, workshops, web sites, and list serves, etc.
  - iv. Parenting information should be translated, as appropriate and feasible.
- E. Assist parents in playing an integral role in student learning by:
- i. Providing appropriate information for staff to work effectively with parents in order to support the concept of learning at home, including such topics as:
    - a) How to support academic and behavioral expectations
    - b) How to share curriculum content with parents
    - c) How to facilitate parent participation in children's learning at home
  - ii. Providing materials on what their child is learning and how to expand on school learning at home, as well as suggestions about available resources
  - iii. Suggesting ways that parents can enrich and support the curriculum
- F. In accordance with regulation IRB-RA *Use of Volunteer Services*, encourage parents to volunteer in the classroom, in other areas of the school, and/or at home by:
- i. Providing information for staff use in the development of jobs for volunteers
  - ii. Maximizing opportunities for parent volunteer participation, including the participation of parents with special needs or limited English proficiency, and parents of students with special needs or limited English proficiency
  - iii. Providing orientation and training for parent volunteers, seeking support from central office personnel when appropriate
  - iv. Identifying a member of the school staff to work cooperatively with the PTA, and other parent groups to encourage parent participation
- G. Respect the right of parents to serve as advocates and support this advocacy by:

## **Baldrige Category: Strategic Planning**

- i. Recognizing that advocacy requires that people understand issues, and have information about the processes for addressing these issues, including due process rights
  - ii. Encouraging parents to participate in the development, monitoring, and evaluation of the school improvement plan
  - iii. Providing leadership/advocacy information for parents
  - iv. Encouraging the growth and development of parent groups, PTAs, and other community groups that reach out within the school community, as well as participating in county, state and national efforts for children and for education
- H. Collaborate with local community resources and informing families about those resources by:
- i. Identifying resources that serve families within the community
  - ii. Informing school staff of the resources for families available in the community
  - iii. Involving community members in school volunteer and mentor programs
  - iv. Providing information about community agencies that provide family support services and adult learning opportunities
  - v. Developing partnerships with local business and service groups to advance student learning and to assist schools and families
  - vi.

### **V. PROCEDURES FOR CENTRAL OFFICES**

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

- A. Local schools in their comprehensive parent involvement efforts and in the use of interpreter and translation services whenever feasible
- B. Communication with parents about school system policies, practices, regulations, and other general information
- C. Development of parenting programs and materials for all parents including those who are English language learners or have special needs. This may include the use of cable television, pamphlets, adult education courses, parent resource areas, parent information centers, and programs designed to orient new parents to MCPS by:
  - i. Providing materials and resources to inform staff and parents
  - ii. Helping parents with school-related issues, resolving problems, and finding resources
  - iii. Informing parents about the organization and function of the MCPS system
  - iv. Disseminating information about school and community resources to parents and staff
  - v. Identifying and sharing successful parent involvement programs, plans, and activities for use by local schools
- D. Countywide volunteer opportunities by providing appropriate information
- E. The development of parent leadership through PTAs and other recognized groups
- F. Collaboration with businesses, organizations, and other government agencies to gain support and assistance for parent involvement efforts
- G. Information and training by:

## **Baldrige Category: Strategic Planning**

- i. Providing information for staff and parents to enable them to understand and support effective parent involvement
  - ii. Providing training for parents and staff to develop positive communication skills, including cultural competence and collaboration skills, and parent outreach strategies
  - iii. Including rationale for parent involvement in A & S training, as well as new principal and new staff training
- H. Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family involvement practices in their training programs
- I. Development of methods to accommodate and support parent involvement for all parents with special circumstances, including those who are English language learners, those with disabilities, and those living in poverty
- J. Local schools to use the data obtained from a variety of sources, including such things as the MCPS parent surveys to develop their school improvement plans

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

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## **Baldrige Category: Strategic Planning**

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

#### **Part I: General Expectations for Parent Involvement**

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

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

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

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

#### **1. Coordination and Support**

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

DTECPS coordinates and integrates parent involvement strategies with MCPS offices and divisions by participating on various committees throughout the year. For example, representatives from the DTECPS staff members meet monthly with OCEP staff members to coordinate workshops and outreach efforts for the Parent Academies. Title I also partners with English for Speakers of Other Languages and Head Start at least twice a year to coordinate training efforts for Title I parents.



## **Baldrige Category: Strategic Planning**

### **2. Providing Assistance and Training**

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

Specific topics of training include:

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

### **3. Ensuring Accessibility**

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

### **4. Building Capacity for Parental Involvement**

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

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

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

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

### **5. Integration with Other Programs**

## **Baldrige Category: Strategic Planning**

DTECPS coordinates and integrates parent involvement strategies with MCPS offices and divisions by participating on various committees throughout the year. For example, the DTECPS staff members meet monthly with the OCEP staff members to coordinate workshops and outreach efforts for the Parent Academies. Title I also partners with ESOL and Head Start at least twice a year to coordinate training efforts for Title I parents.

### **6. Parent Involvement Activities**

DTECPS involves parents in the activities of schools at the district and school level by:

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

### **7. Parental Input on the Title I Parent Involvement Plan**

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

## Baldrige Category: Strategic Planning

### Sargent Shriver Elementary School Title I Parent Involvement Plan: 2015-2016

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

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



##### General Requirements

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



##### Building Capacity

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






##### Accessibility

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




## Baldrige Category: Strategic Planning

### 2015-2016 Sargent Shriver Elementary School-Parent Compact

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

<b>Shared Responsibilities for:</b>	 <b>School Staff</b>	 <b>Parent</b>	 <b>Student</b>
<p><b>High quality curriculum &amp; instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Core Value:</b> <ul style="list-style-type: none"> <li>○ Learning</li> <li>○ Excellence</li> <li>○ Equity</li> </ul> </li> </ul>	<p>As a school, we expect all students to meet or exceed the MCPS grade level standards and the State Curriculum (SC).</p> <p><u>We will:</u></p> <ul style="list-style-type: none"> <li>• Review assessment results to determine strengths and needs of students</li> <li>• Use the MCPS curriculum to plan instruction that will improve students' academic performance</li> <li>• Give students timely feedback and opportunities to show what they know</li> </ul>	<p>As a parent, I will support education and believe that my child can reach high goals.</p> <p><u>I will:</u></p> <ul style="list-style-type: none"> <li>• Talk to my child about what is happening in school and about the importance of working hard in school</li> <li>• Make sure my child goes to school every day on time</li> <li>• Make sure my child does homework and schoolwork regularly</li> </ul>	<p>As a student, I will do my best and work hard.</p> <p><u>I will:</u></p> <ul style="list-style-type: none"> <li>• Come to school on time prepared to learn</li> <li>• Pay attention in class and ask questions when I don't understand</li> <li>• Complete all of my assignments</li> <li>• Follow the rules of the school</li> </ul>
<p><b>Parent-teacher conferences</b></p> <ul style="list-style-type: none"> <li>• <b>Core Value:</b> <ul style="list-style-type: none"> <li>○ Relationships</li> <li>○ Respect</li> </ul> </li> </ul>	<p><u>As a school, we will:</u></p> <ul style="list-style-type: none"> <li>• Hold at least one parent-teacher conference annually</li> <li>• Assist parents in learning about ways they can help their children with homework and learning</li> </ul>	<p><u>As a parent, I will:</u></p> <ul style="list-style-type: none"> <li>• Attend meetings about what my child is learning</li> <li>• Ask questions about how I can help my child at home</li> </ul>	<p><u>As a student, I will:</u></p> <ul style="list-style-type: none"> <li>• Know what is expected of me in all of my subjects</li> <li>• Talk to my family about things I am learning in school</li> </ul>
<p><b>Communication/frequent progress reports</b></p> <ul style="list-style-type: none"> <li>• <b>Core Value:</b> <ul style="list-style-type: none"> <li>○ Respect</li> <li>○ Equity</li> </ul> </li> </ul>	<p><u>As a school, we will:</u></p> <ul style="list-style-type: none"> <li>• Communicate with families about high academic standards, student progress and the school's overall performance</li> <li>• Communicate with families in a language that they can understand, when possible</li> <li>• Communicate with parents and students about academic progress and behavior through interims, report cards and parent-teacher conferences</li> <li>• Provide frequent communication through announcements, newsletters, and the school website to keep families informed of upcoming events.</li> </ul>	<p><u>As a parent, I will:</u></p> <ul style="list-style-type: none"> <li>• Attend Back-to-School events, parent-teacher conferences and other school-sponsored programs</li> <li>• Communicate any concerns about my child's learning</li> <li>• Tell the teacher or school when I do not understand something that is sent home</li> </ul>	<p><u>As a student, I will:</u></p> <ul style="list-style-type: none"> <li>• Talk to my family about things I like about school</li> <li>• Ask my teacher for help when I have problems with my schoolwork/homework</li> <li>• Share all schoolwork and notices with my family</li> </ul>

## Baldrige Category: Strategic Planning

<u>Shared Responsibilities for:</u>	 <u>School Staff</u>	 <u>Parent</u>	 <u>Student</u>
<p><i>Accessibility</i></p> <ul style="list-style-type: none"> <li>• <b>Core Value:</b> <ul style="list-style-type: none"> <li>○ Relationships</li> <li>○ Respect</li> <li>○ Equity</li> </ul> </li> </ul>	<p><u>As a school, we will:</u></p> <ul style="list-style-type: none"> <li>• Provide reasonable access to the school staff</li> <li>• Make the school a friendly place for parents to meet, talk, and learn about their child’s education</li> </ul>	<p><u>As a parent, I will:</u></p> <ul style="list-style-type: none"> <li>• Attend PTA meetings, parent trainings, and other special activities</li> <li>• Ensure that the school will be able to reach me at any time</li> </ul>	<p><u>As a student, I will:</u></p> <ul style="list-style-type: none"> <li>• Help other students</li> <li>• Respect all students and adults</li> </ul>
<p><i>Opportunities to be involved/volunteer</i></p> <ul style="list-style-type: none"> <li>• <b>Core Value:</b> <ul style="list-style-type: none"> <li>○ Learning</li> <li>○ Relationships</li> <li>○ Excellence</li> <li>○ Equity</li> </ul> </li> </ul>	<p><u>As a school, we will:</u></p> <ul style="list-style-type: none"> <li>• Encourage all families to volunteer and be involved in the school</li> <li>• Provide parents with opportunities to give input about the school climate and instructional program through the School Improvement Team, the Parent Involvement Committee and school surveys</li> <li>• Encourage parents to participate in their child’s education through PTA events, curriculum nights, conferences, and volunteering</li> </ul>	<p><u>As a parent, I will:</u></p> <ul style="list-style-type: none"> <li>• Volunteer for at least one activity during the school year (helping in the classroom, supporting special activities at school, chaperoning a field trip)</li> <li>• Join school committees, such as the Parent Involvement Committee or the School Improvement Team</li> </ul>	<p><u>As a student, I will:</u></p> <ul style="list-style-type: none"> <li>• Get involved in projects that will help my school and community</li> </ul>

**In this compact, “parent” is intended to include parents, guardians, and other family members involved in supervising the child’s schooling. The Core Values identified in this compact support the MCPS Strategic Framework.**

## **Baldrige Category: Strategic Planning**

### **Dissemination of the School Parent Compact**

All required parent documentation that details the role of our school, home, and students are linked to our school website. We present this document at our Title I Information meeting and through SIT meetings with leadership; where parents are present as well. This compact is provided as part of our Title I newsletter packet which is distributed to all families during the first quarter of each school year. Our parent conferences held in November, provide another vehicle for the distribution of these school-parent compacts. Each teacher presents this document at the parent conference and provides a brief overview. Once the parent receives this document in English or Spanish, they sign to verify they have received this document and the parent involvement plan as well. These sign in sheets are collected and maintained by the DTECPS. All newly registered families and students receive the school/home compact as part of their registration materials upon entering a Title I school.

## **Baldrige Category: Strategic Planning**

### ***TRANSITIONS TO ASSIST PRESCHOOL CHILDREN WITH TRANSITIONING INTO KINDERGARTEN***

In transitioning students from pre-school to kindergarten, the following has been done at Sargent Shriver Elementary School:

#### **Kindergarten Orientation held in Spring 2015**

Kindergarten orientation is designed to help parents enroll their children, including the completion of health forms, and to assist students in becoming acquainted with future friends and the school environment. Parents are asked to register children for next year's kindergarten on the date scheduled for the elementary school that serves their neighborhood. Parents are also encouraged to register their children for the Extended Learning Opportunities Summer Adventures in Learning Program (ELO-SAIL) summer program.

In addition parents receive:

- Information/Literacy Packet provided for incoming kindergartners to support literacy and fine motor skills.
- Kindergarten Toolkit training offered during ELO-SAIL for parents of incoming kindergarten students. The purpose of the Toolkit Project is to provide the families of kindergarten students attending ELO-SAIL with materials to be used at home to practice skills to build early reading and math concepts. Parents are given directions (provided in English or Spanish) for the appropriate use of the materials. Parents of school-aged children can use the materials included in the toolkit to develop skills at home. The toolkits are supplied by the Montgomery County Retired Teachers Association.

# Baldrige Category: Measurement, Analysis, and Knowledge Management

Division of Title I Programs  
 Title I, Part A Funds  
 Schoolwide Programs **without** Full-day Head Start  
 School-Based Allocation Worksheet for Fiscal Year 2016  
 Sargent Shriver Elementary School

**GENERAL INFORMATION**

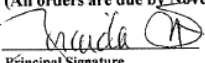
CELL DEFINITION

**Blue Cell** - School-based Title I allocation  
**Green Cell** - Central Title I allocation and not part of your school-based allocation  
**Yellow Cell** - Blank - Schools indicate the number of Full-time Equivalent (FTE) positions or dollar amount based on the needs of the school

DIRECTIONS

Complete the **yellow** cell.  
 Funds not used for positions will be available for non-staffing expenditures.  
 If you over-spend your allocation, the instructional materials amount at the bottom of the page will turn pink. **If this happens, you must go back and decrease the numbers in the yellow cells until the instructional materials cell is no longer pink.**

Based on the number of Free and Reduced-price Meals System students and a Per Pupil Allocation, your school has been allocated the following funds to budget:		<b>\$861,005.44</b>
Indicate the FTE for professional staff allocation:	5.000	\$710,326.40
Indicate the FTE for paraprofessionals allocation:	1.375	\$80,021.59
Indicate the FTE for a parent community coordinator (PCC):	0.000	\$0.00
Required <i>No Child Left Behind Act of 2001</i> (NCLB) central family involvement allocation:		<b>\$11,681.60</b>
School-based funds added to central NCLB family involvement allocation:		<b>\$40,914.69</b>
Full Name and ID #: <b>Parent Community Coordinator - Raquel Quiroz #86658 (\$48,470.31)</b> FTE: <span style="border: 1px solid black; padding: 0 5px;">0.8125</span>		
If you are going to fund a PCC position from family involvement		
School-based funds moved to Extended Day:		\$0.00
School-based funds moved to Schoolwide Initiatives ( <b>maximum 10%</b> ):		\$24,636.18
School based funds moved to Professional Development ( <b>maximum 10%</b> ):		\$0.00
_____ FTE: <span style="border: 1px solid black; padding: 0 5px;">0.000</span>		
Full Name, ID #, and position name		
These funds are available for general instructional materials: (All orders are due by <b>November 20, 2015</b> )		<b>\$5,106.58</b>

<p style="text-align: center;">                  _____                  Principal Signature</p> <p style="text-align: center;">9.4.15                  _____                  Date</p>	<p style="text-align: center;">_____                  Director Signature                  Division of Title I Programs</p> <p style="text-align: center;">_____                  Date</p>	<p style="text-align: center;">_____                  Associate Superintendent Signature                  Office of School Support and Improvement</p> <p style="text-align: center;">_____                  Date</p>
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\*The following positions are centrally allocated.

Position Costs (includes 52% benefits):	
1.0 FTE Teacher	\$142,065.28
1.0 FTE Paraprofessional	\$58,197.52
1.0 FTE PCC	\$71,345.17



# Baldrige Category: Measurement, Analysis, and Knowledge Management

Division of Title I Programs  
Title I, Part A Funds  
Allocation Grid for Fiscal Year 2016

Elementary School & Number : Sargent Shriver - # 779

Principal: Ms. Zoraida E. Brown

Associate Superintendent: Dr. LaVerne G. Kimball

**Budgeted Authorized** (List all Full-time Equivalents (FTEs) using the authorized allocation column only)

Professional Teaching Positions-FTE		Budgeted	Authorized							Subject or Grade	**Highly Qualified (HQ) / Certified
Position	Class	FTE	FTE	Project	*Central	Assigned	Employee ID				
Focus Teacher	1031	5.000									
Focus Teacher ESOL			0.200	8520		Melanie Travers	57361	TESOL	HQ		
Focus Teacher Literacy			0.500	8620		Katherine Friedman	9723	TRDNG	HQ		
Focus Teacher STEM			0.700	8620		Lindsay Gannon	7455	INSTS	HQ		
Focus Teacher SPED			1.000	8620		Ashley Long	97119	INSTS	HQ		
Focus Teacher Math			0.700	8620		Gina Arnold	49290	TMATH	HQ		
Focus Teacher Intervention			1.000	8620		Latoya Hughes	72139	INSTS	HQ		
Focus Teacher ESOL			0.800	8620		Nicole Wilson	87665	TESOL	HQ		
Focus Teacher ESOL			0.100	8620		Kara Sivick	64100	TESOL	HQ		
<b>Total Pos Class Code 1031</b>		<b>5.000</b>	<b>5.000</b>								
<b>TOTAL PROFESSIONAL TEACHING POSITIONS</b>		<b>5.000</b>	<b>5.000</b>								

**Budgeted Authorized** (List all FTEs using the authorized allocation column only)

Clerical/Other Support Staff-FTE		Budgeted	Authorized							Subject or Grade	**Qualified
Position	Class	FTE	FTE	Project	*Central	Assigned	Employee ID				
Parent Community Coordinator (PCC)	6500	0.8125									
Parent Community Coordinator (PCC)			0.8125	8620		Raquel Quiroz	86658		HQ		
<b>Total Pos Class Code 6500</b>		<b>0.8125</b>	<b>0.8125</b>								

Educational Assistant-FTE		Budgeted	Authorized							Subject or Grade	***Qualified
Position	Class	FTE	FTE	Project	*Central	Assigned	Employee ID				
Focus Paraeducator	6604	1.375									
Focus Paraeducator			0.250	8520		Irma Dibble	56220	INSTS	HQ		
Focus Paraeducator			0.125	8620		Susan Boehlert	80015	INSTS	HQ		
Focus Paraeducator			0.125	8620		Patricia Brown	89541	INSTS	HQ		
Focus Paraeducator			0.125	8620		Sydney Eijg	37590	INSTS	HQ		
Focus Paraeducator			0.125	8620		Nahid Sadrolhafari	9313	INSTS	HQ		
Focus Paraeducator			0.375	8620		Michelle Schwarz	79370	INSTS	HQ		
Focus Paraeducator			0.250	8620		Laurie Smith	59130	INSTS	HQ		
<b>Total Pos Class Code 6604</b>		<b>1.375</b>	<b>1.375</b>								
<b>TOTAL CLERICAL/OTHER SUPPORT STAFF</b>		<b>1.375</b>	<b>1.375</b>								

SUBMITTED BY  
*Zoraida E. Brown*  
Principal Signature  
9.4.15  
Date

Director Signature  
Division of Title I Programs  
Date

Associate Superintendent Signature  
Office of School Support and Improvement  
Date

Notes:

Monthly Changes:  Change  
 No Change

\* Central vs. School-based allocation  
\*\*Refer to Certified Employee List (Data Warehouse) to confirm highly qualified status  
\*\*\*Please verify with staffing specialist


# Baldridge Category: Measurement, Analysis, and Knowledge Management

Division of Title I Programs  
 Title I, Part A Funds  
 Schoolwide Initiatives Budget for Fiscal Year 2016  
 Sargent Shriver Elementary School

This budget planning sheet is required to be submitted for each school choosing to use schoolwide initiatives funding. This planning sheet is to be used as a tool to summarize and identify object costs. Boxes shaded in green will automatically be calculated.

Funds from School-based Allocation: \$24,636.18 Amount Remaining: \$0.00

EXPENDITURE DESCRIPTION	Number of Trainers Stipend (\$90-2,400-35-40)	Trainer Planning 1 Hour per 2 Hour Presentation	PROFESSIONAL Number of Participants Stipend (\$20-1,600-21,60)	SUPPORTING SERVICES Number of Participants Stipend (\$15-1,200-16,20)	Number of Hours Per Day	Number of Days/ Sessions	Number of Substitutes (\$133.39*10.59 =141.89)	ENTER DOLLAR AMOUNT Consultants (Non-MCPS Employees)	Materials	Shipping (10%)	Equipment	TOTAL
Long Range Planning						1.5	50					\$10,723.59
Long Range Planning (Prak)						1.5	1					\$214.48
Long Range Planning (METs)						1.5	1					\$214.48
Equity Training						1.5	12					\$4,573.66
School Improvement Team						1	12					\$1,715.77
		0										\$0.00
		0										\$0.00
Summer School Leadership Team			3		3.5	1.5						\$340.20
Mobile Cart of 30 Chrome Books											\$5,854.00	\$5,854.00
										\$0.00		\$0.00
<b>TOTAL</b>		0	3	0	4	9	76	\$0.00	\$0.00	\$0.00	\$5,854.00	\$24,636.18

  
 Principal Signature  
 9.4.15  
 Date

Director Signature  
 Division of Title I Programs  
 Associate Superintendent Signature  
 Office of School Support and Improvement  
 Date



## **Baldrige Category: Measurement, Analysis, and Knowledge Management**

Select from the following structures to identify ways your teachers are included in the decisions regarding the use of assessments. Structures vary among schools; therefore, please explain how each structure is implemented at your school.

### District and Local formative assessments

Teachers are part of the decision-making process whenever we administer our district and local formative assessments. The input is valuable and needed to ensure assessments are correctly administered to students as well as the instructional program is planned and implemented with fidelity. Teachers work cohesively to plan and implement ways to ensure students receive instruction during the assessment windows. For instance, students are divided among the remaining teachers on a grade-level in order for teammates to administer the mCLASS Reading Assessments. Moreover, for Measures of Academic Progress (MAPs), teachers work with the Instructional Data Analyst (IDA) to provide time for students, including those children who are absent to take the assessments.

### Progress monitoring meetings

Teachers make decisions about which common formatives will be used and engage in “Looking at Student Work” (LASW) samples during Extended Team Planning (ETP). During this time, teachers review common formatives in reading and mathematics and engage in discussions that lead to analyzing the student data, identifying the implications of the data, and determining any next steps that need to be planned and implemented as a result of the data. Progress monitoring ensures that teachers are planning for opportunities to reteach, enrich, or accelerate students. In addition, teachers use running records including comprehension questions to monitor students’ reading levels. In grades kindergarten, one and two teachers use district-wide data collection tools to record student progress in the areas of counting cardinality, addition, subtraction, multiplication and division to determine progress made with county defined benchmarks. Based on the results of the data, teachers will develop differentiated plans to reteach or enrich level two and three fluency strategies.

### Strategic monitoring tool

Our SMT is a document that helps staff find commonalities among the data for our most at-risk students. The IDA uploads student mCLASS Reading and MAPs data so that we can monitor our children’s progress in reading and mathematics. The staff development teacher and reading specialist support the work teachers do to plan, implement, and assess student learning. Moreover, the data gathered from common mathematics formatives are uploaded to help staff identify students who are not demonstrating an understanding of number sense. The data is used to inform instruction, provide interventions, determine whether students’ Document of Interventions (DOIs) are relevant, need modifying, updating.

### Quarterly data review

Data Chats are scheduled every 6-7 weeks to monitor student progress in reading and mathematics. Students identified for targeted interventions, Student Learning Objectives (SLOs), and Early Warning Indicators (EWI) System will be discussed during these Data Chats. In addition, teachers can identify other students not listed in the targeted groups for support and strategies to help support them. Collaborative Problem Solving meetings support our efforts to ensure that all students are accessing the curriculum through differentiation, scaffolding, and meaningful intervention. During

## **Baldrige Category: Measurement, Analysis, and Knowledge Management**

these meetings, our School Monitoring Tool (SMT) helps us manipulate the data to focus our discussions and support for our neediest students.

### Data charts

Teachers use data notebooks to help students monitor their progress in reading, writing, and mathematics. Each data notebook have student-driven goals aligned to their grade-level and are based on their academic needs. Data notebooks are used as a communication tool for parents and sent home monthly to encourage them to engage in discussions with their children about the students' academic progress. Besides using data notebooks as tools to keep parents informed about their children's learning, the student data gathered in the notebooks inform the instructional practices of our teachers.

### Other

Collaborative Problem Solving (CPS): Grade-level teams, specialists, focus teachers, and the Core Team will meet monthly to discuss underperforming students and develop plans of action for future support by student groups or individually as appropriate. This support might be classroom-based or a specific intervention. The grade-level teams also monitor all students using Documentation of Interventions (DOIs) to determine if the support or intervention is relevant and is helping students make progress or if a different strategy or resource of the school must be deployed to assist with individual or grade-level student needs.