

WCPS Elementary School Improvement Plan 2019 – 2020

Vision

Building a community that inspires curiosity, creativity and achievement.

Goals

- 1. All students will read at or above grade level by 3rd grade and continue to read at or above grade level thereafter.**
Measurable Objective 1: The percentage of students meeting grade-level lexile targets will increase from 16.3% to 26.3%.
- 2. All students will meet or exceed grade-level and course-specific curriculum standards.**
Measurable Objective 2: The percentage of students scoring a 4 or 5 on the **ELA** PARCC exams will increase from 26.6% to 36.6%.
Measurable Objective 3: The percentage of students scoring a 4 or 5 on the **Math** PARCC exams will increase from 17.1% to 27.1%.
Measurable Objective 4: The percentage of students scoring a 4 or 5 on the MISA (Maryland Integrated **Science** Assessment) will increase from % to %.
- 3. All students will be healthy, informed, and productive citizens.**
Measurable Objective 5: The student attendance rate will increase from 94.7% to 96%.
Measurable Objective 6: The percentage of chronically absent students will decrease from 12.3% to 8%..

Theory of Action

Great teaching and great leadership are essential to student achievement.

Great Teaching begins with...

- Ensuring students master established curriculum standards.
- Ensuring students master literacy skills.
- Providing engaging and effective instruction, using appropriate resources and technology.
- Providing safe, orderly, and inviting learning environments.
- Establishing and maintaining effective relationships with students, parents and colleagues.
- Effectively participating in a professional learning community focused on improving student achievement.

Great School Leadership begins with...

- Establishing and maintaining high expectations for student learning and achievement.
- Establishing and maintaining high expectations for teacher performance.
- Establishing and maintaining safe, orderly and inviting learning environments.
- Providing resources and professional development to empower teachers to perform at a highly effective level in the classroom and as members of a professional learning community.
- Establishing and maintaining a professional learning community that is focused on improving student achievement.

WCPS School Improvement Plan

2019-2020

School

Hickory Elementary School

Principal

Dan Fowler

School Improvement Team Members

Josalyn Moskowitz - Title I Coordinator

Lea Taylor - SIT Facilitator (PK Teacher)

Lori Dodson - SIT Facilitator (Intervention Teacher)

Becky Vantz - SFL

Jennie Englerth - Lead Teacher

Austin Gray - Lead Teacher

Jerri McNew - Special Ed Case Manager

Meghan Hauenstein - 2nd Grade Teacher

Todd Bowser - 3rd Grade Teacher

Brittany Buhrman - Parent

Making Meaning of your 2018-2019 School Data

[Data 2018-2019](#)

What do you see? What are the Facts!

- Decrease in performance from winter to spring ERI
- Strength in kindergarten F&P and CAP
- Pre-K growth in CAP
- Students perform better on F&P than ERI
- PreviLearn increase from Fall to Spring (Math)
- 4th and 5th increased on ELA Previ in comparison to ELA MCAP 2018
- Decrease in referrals from MP1-MP4
- Grade 3 doubled Previ Math from Fall to Spring
- All grade levels increased Math Previ
- MISA - 18.7% efficient
- Staff and student attendance mirrored
- PD declined through the year
- High ELA PD attendance as compared to other content

What questions does it raise?

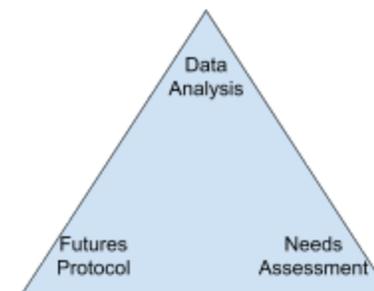
- How does mobility impact our success?
- How do we better reach our EL population to help them feel a part of the school community and achieve academically?
- How will consistency in grade level teams and curriculum knowledge impact our success?
- How will more frequent ERI use impact our performance?
- What contributed to Math Previ success?
- Why is there a discrepancy between F&P and ERI?

What is the significance/implications?

- Clear school-wide focus on math
- We must know our students as readers/learners
- Pre-K coming to K ready
- We need a more clear plan to progress monitor. Use data to plan and adjust instruction.
- Decrease in referrals = more time in class
- Science is an area in need of PD and instructional focus
- Clear purpose for students

Needs Assessment

SIP Planning 2019-2020



Utilize the following ranking system to assess current reality of your school:

- 1 = Rarely/never see evidence / "We are striving."
- 2 = Sometimes/occasionally see evidence / "We are well intentioned."
- 3= Frequently/generally see evidence / "We are making progress."
- 4= Always/consistently see evidence / "We are thriving."

Observable Indicators			Current Reality				Priority (1-10)
Shift 1 : From day-to-day planning toward designing coherent plans from the desired results			Math	Sci	SS	ELA	
Teacher plans lessons and instruction on a day by day basis or beginning with an activity.		Teacher begins with a desired performance outcome and plans backward from this goal to engage students in a coherent results-focused progression of learning.	3	2	2	2	5
Shift 2 : From looking at correct answers toward looking for students' thinking			Math	Sci	SS	ELA	
Teacher attends to whether an answer or procedure is (or is not) correct.		Teacher identifies specific processes, strategies, or representations that are important to notice; strategically uses observations, student responses to questions, and written work to determine what students understand; and uses these data to inform in-the-moment discourse and future lessons.	2	2	2	2	4
Shift 3 : From stating-a-standard toward communicating expectations for learning			Math	Sci	SS	ELA	
Teacher shares broad performance goals and/or those provided in standards or curriculum documents.		Teacher creates lesson-specific learning goals and communicates these goals at critical times within the lesson to ensure students understand the lessons' purpose and what is expected of them.	3	2	2	3	9
Shift 4 : From routine tasks toward reasoning tasks			Math	Sci	SS	ELA	
Teacher uses tasks involving recall of previously learned facts, rules, or definitions and provides students with specific strategies to follow.		Teacher uses tasks that lend themselves to multiple representations, strategies, or pathways encouraging student explanation (how) and justification (why/when) of solution strategies, aligned to the learning purpose.	3	2	2	3	10

Shift 5: From teaching about representations toward teaching through representations			Math	Sci	SS	ELA	
Teacher shows students how to create a representation (e.g., an essay, a text, a graph or picture).		Teacher uses lesson goals to determine whether to highlight particular representations or processes, or to have students select a representation or process; in both cases, teacher provides opportunities for students to compare different representations and processes, and then how they connect to key learning concepts.	2	1	1	2	6
Shift 6: From show-and-tell toward share-and-compare			Math	Sci	SS	ELA	
Teacher has students share their answers.		Teacher creates a dynamic forum where-students communicate (share, listen, honor, explain, and critique) about each other's ideas and deepen content understanding and language; teacher strategically invites participation in ways that facilitate connections to various content areas.	2	2	2	2	7
Shift 7: From questions that seek expected answers toward questions that illuminate and deepen student understanding			Math	Sci	SS	ELA	
Teacher poses closed and/or low-level questions, confirms correctness of responses, and provides little or no opportunity for students to explain their thinking.		Teacher poses questions that advance student thinking, deepen students' understanding, make the thinking and learning more visible, provide insights into student reasoning, and promote meaningful reflection.	2	2	2	3	8
Shift 8: From teaching so that students replicate procedures toward teaching so that students select efficient strategies			Math	Sci	SS	ELA	
Teacher approaches reading, facts, and procedures with the goal of speed and accuracy.		Teacher provides time for students to engage with complex texts, vocabulary, and tasks, developing flexibility by encouraging student selection and use of efficient strategies; teacher provides opportunities for students to evaluate when a strategy is best suited for the task at hand.	2	1	1	2	1
Shift 9: From learning-made-easy toward learning-takes-time			Math	Sci	SS	ELA	
Teacher presents learning and instruction in small chunks so that students reach solutions or complete activities quickly.		Teacher questions, encourages, provides time, and explicitly states the value of grappling with complex tasks, making multiple attempts, and learning from mistakes.	2	1	1	1	2
Shift 10 : From teaching so that students <i>confirm content</i> toward teaching so that students <i>uncover content</i> .			Math	Sci	SS	ELA	
Pre-planned outcome for "cookbook" laboratories or hands-on activities.		Multiple investigations and explorations driven by students' questions with a range of possible outcomes that collectively lead to a deep understanding of established core ideas in all contents.	1	2	1	1	3

Future's Protocol

Current Reality: Spring/Summer 2019 (Past Tense)	Action Steps & Strategies (Past Tense)	Looking forward 3 years to Spring/Summer 2022 (Present Tense)
<ul style="list-style-type: none"> ● Students were struggling to read complex text independently ● Students were reluctant to take risks ● Students depend on others for learning ● Students come from difficult home situations ● Tier I instruction for all ● Teachers are continuing to build reader's workshop ● Inconsistency in data collection, reporting, and analyzing ● Various levels of expectations - school-wide for students ● Limited parent involvement ● Teachers more willing to take risks ● Students using basic vocabulary across all content ● Some content gaps are closing ● Working towards more collaborative scheduling to meet the needs of <u>all</u> learners ● Getting better at maximizing all staff ● Staff stability to led to increase content/grade level knowledge and expertise ● Refining the collaborative planning process ● Resistance to change ● Dwelling on things we can't change and reverting back to old habits = loss of passion and negative undertones 	<ul style="list-style-type: none"> ● Provide opportunities for students to build independence and knowledge ● Overcome emotions to meet or exceed expectations ● Using conferences to better know our learners academically and socially ● Opportunities through planning and PD to build content competency (Vertical Progressions) ● Process for teachers and staff leading and sharing professional learning (teacher leaders) ● Staff challenge each other professionally. ● Provide opportunities for students to make meaning and engage in tasks that promote problem solving and reasoning. ● Plan for opportunities for students to take risks and challenge themselves ● All learning is purposeful and time is used wisely ● Instructional decisions are evidence based ● Goal setting and feedback was a professional responsibility ● Student accomplishments were celebrated ● Plan for how parents are engaged in data review and progress monitoring 	<ul style="list-style-type: none"> ● Students reading complex texts independently ● A community that values their school and is involved with the learning ● A school (staff/students) that values excellence ● Engaged students who are determined problem solvers ● Students that are proud of the accomplishments ● Multiple opportunities for transfer ● Learning communities in the classrooms ● Teachers as content experts ● Students communicating effectively with one another ● Students using a robust vocabulary ● Students making connections across content areas ● Students who are excited and intrinsically motivated to learn ● Teachers vertically and collaboratively planning ● Positive relationships between students and staff ● Students having pride in their work ● Striving readers become thriving readers ● Students can adjust and be ready for anything socially and academically ● A tone of decency throughout the building ● Teachers as leaders

	<ul style="list-style-type: none">● Include school counselor in efforts to maintain and increase mental health services for the personal well being of all students● Opportunities for students to visit local community college, Career Day, & Community Helper Guest Speakers● Behavior Matrix	
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School-Wide Action Plan

Learning Goal	Observable Indicators	Sources of Evidence	Strategy	Timeline & Progress Monitoring
<p>Use the triangulated data to determine 2-3 goals that will drive the School Improvement Plan</p>	<p>How will we know the goal is met? What will we look for?</p>	<p>What data will be collected as evidence of the goal?</p>	<p>How will we achieve the goal? What will you model, coach, and practice? What practices, resources, materials, and PD are needed to support this goal?</p>	<p>What is the calendar of assessments? What would be the timeframe for reviewing the data? What is the plan for adjustment of strategies, observable indicators, sources of evidence, and/or progress monitoring?</p>
<p>All students will effectively communicate in order to transfer learning across all content areas.</p>	<ul style="list-style-type: none"> ● Students are able to independently annotate their thinking and understanding across all content areas. ● Students are able to explain and reason, as well as provide convincing evidence to communicate for a purpose. ● Students independently organize and structure communication using content specific vocabulary. ● Students are able to present ideas clearly and logically. 	<ul style="list-style-type: none"> ● Walk-Through Tool ● Common assessments ● Student work samples/formative assessments ● Disaggregated subgroup data. ● Teacher CFIP commitments and evidence of student learning. ● Communication Progress Monitoring through Looking at Student Work Protocol 	<ul style="list-style-type: none"> ● Common grade level assessments ● Goalbook ● Success Criteria specific to learning goals ● Common language and progressions for effective communication ● Student Protocols ● Notebooking across content ● Claim, Evidence, and Reasoning ● Coaching Block and CFIP ● Unpacked performance based objectives ● Conferencing and goal setting ● A Teacher's Guide to Reading Conferences book study/PD 	<ul style="list-style-type: none"> ● Assessment Calendars including Previ & Cornerstones ● CFIP/Coaching (monthly) - Analyzing student work based on PARCC Evidence Tables. ● Vertical CFIP with common standards and/or strategies (all content) ● Monthly PD connected to SIP Goal ● A Teacher's Guide to Reading Conferences book study/PD

<p>All staff will utilize formative and summative data in order to collaboratively plan.</p>	<ul style="list-style-type: none"> • Process for analyzing data and planning. • Evidence of ongoing, consistent data collection. • Using data to collaboratively plan. 	<ul style="list-style-type: none"> • Common Assessments from Essential Curriculum & <u>Goalbook</u> • Action plan for student grouping and progress monitoring. • Disaggregated subgroup data (EL, SWD, etc.) 	<ul style="list-style-type: none"> • Use of data protocols to analyze data and student work • <u>Goalbook</u> - Assessment and Planning • Data conferences and goal setting (teachers and students) • <u>A Teacher's Guide to Reading Conferences</u> book study/PD • Differentiation and flexible grouping based on formative and summative data. 	<ul style="list-style-type: none"> • CFIP/Coaching - analyzing student work and teacher conferencing/notes • Vertical CFIP with common standards and/or strategies • Early Literacy Initiative Grant progress monitoring • <u>A Teacher's Guide to Reading Conferences</u> book study/PD
<p>Teachers will provide explicit and targeted intervention support to Hickory Elementary kindergarten and prekindergarten students to accelerate kindergarten readiness.</p>	<ul style="list-style-type: none"> • Students identifying letter recognition (upper lower) • Students will be able to identify sounds. • Students will be able to write letters. • Students will be able to hear sounds. • Students will be able to use processing skills. 	<ul style="list-style-type: none"> • Formative Assessment Measures (to be created using the Early Learning Assessment tools) and Cornerstone Task data will be used to document progress. • Evaluation reports, action plans and feedback • Documented improvements in student achievement. (COP, Phonemic Awareness, Phonics) 	<ul style="list-style-type: none"> • Students not achieving a stanine of 4 or higher on Marie Clay's Observation Survey – Concepts of Print assessment will receive 15 minutes of intervention 4 days per week using the Stepping Stones intervention program. • Students not achieving a stanine of 4 or higher on Marie Clay's Observation Survey (COP) and has received 25 lessons of Stepping Stones will receive additional support using Sound Partners with frequent progress monitoring. 	<ul style="list-style-type: none"> • Progress monitoring (bi-weekly) • Concepts of Print (Quarterly) • eRI Foundational Skills Assessment & other formative measures (Phonemic Awareness, Letter Naming, etc) - Spring • Early Learning Assessments (Quarterly)

Making Meaning of your Subgroup/Grade Level Data

Insert your data link: [Hickory Data Dashboard](#) [EL MCAP Data](#)

Subgroup/grade level: [EL Access Data](#)

What do you see? What are the Facts!

13 of 16 students scored a 1 or a 2 on both assessments
1 student proficient in reading, 1 student proficient in math
Majority of students in access bands of 3-4.9 are scoring a 2
Majority of students struggled with reasoning and modeling in math.
Vocabulary was a weakness amongst all students in each grade level.
Targets for EL and Hispanic subgroups are between 19% and 22%

What questions does it raise?

How do we meet the needs of students scoring less than 4?
How do we strengthen vocabulary skills through Tier 1 and 2 instruction?
In what ways can we progress monitor and ensure students are gaining in language skills as well as Tier I instruction?
Do language goals also support Tier I goals?
How can we provide support in planning Tier I instruction with vocabulary and language goals in mind?
Are we providing students with grade level text exposure in guided reading?
In what ways does our push in support help with vocabulary acquisition?

What is the significance/implications?

- GOAL - use anchor charts with unpacking Learning Goals focusing on vocabulary
- Gr. 5 (Gross) pulling 2 groups during ELA using classroom language (Annemarie)
- It would be helpful to have the texts teachers are using ahead of time (3rd, 4th and 5th) - Becky
- Align instruction with the learning goal within the classroom - Georgine
- Maximize time by having a lesson, even with 1 student (don't always have to have the text being used) - Georgine
- When instructing students the text has to be very close to grade level - Dan and Georgine
- Routines with students - multiple opportunities to teach/learn (Georgine)
- EL Standards cross all contents
- Your lesson plans should follow the structure of Guided Reading Plans (Dan)

Root Cause Analysis

Performance Areas & Team Members	Evidence: 2017 – 2018 Report Card	Evidence: 2018 – 2019 Report Card	Reasons for Under Performance		Priority Needs (High-leverage Opportunities)
			All Causes	Causes Under Our Control	
<u>Math</u>	<p>Math MCAP</p> <p>Hisp. 10.53% 4/5: EL. 12.5% 4/5</p> <p>Average Performance Level:</p> <p>*Student Growth Percentile:</p>	<p>Math MCAP</p> <p>Hisp. 13.89% 4/5: EL. 16.08% 4/5</p> <p>Average Performance Level:</p> <p>*Student Growth Percentile:</p>	<p>How do we meet the needs of students scoring less than 4?</p> <p>How do we strengthen vocabulary skills through Tier 1 and 2 instruction?</p> <p>In what ways can we progress monitor and ensure students are gaining in language skills as well as Tier I instruction?</p>	<p>Progress monitoring</p> <p>Planning</p> <p>Professional Dev.</p> <p>Instruction</p>	<p>Progress monitoring</p> <p>Planning</p> <p>Professional Dev.</p> <p>Instruction</p>
<u>ELA</u>	<p>Math MCAP</p> <p>Hisp. 4.76% 4/5: EL. 4.76% 4/5</p> <p>Average Performance Level:</p> <p>*Student Growth Percentile:</p>	<p>Math MCAP</p> <p>Hisp. 5.88% 4/5: EL. 5.88% 4/5</p> <p>Average Performance Level:</p> <p>*Student Growth Percentile:</p>	<p>Do language goals also support Tier I goals?</p> <p>How can we provide support in planning Tier I instruction with vocabulary and language goals in mind?</p> <p>Are we providing students with grade level text exposure in guided reading?</p> <p>In what ways does our push in support help with vocabulary acquisition?</p>		

Subgroup/Grade Level Action Plan: Hispanic & EL

Learning Goal	Observable Indicators	Sources of Evidence	Strategy	Timeline & Progress Monitoring
<p>Use the triangulated data to determine 2-3 goals that will drive the School Improvement Plan</p>	<p>How will we know the goal is met? What will we look for?</p>	<p>What data will be collected as evidence of the goal?</p>	<p>How will we achieve the goal? What will you model, coach, and practice? What practices, resources, materials, and PD are needed to support this goal?</p>	<p>What is the calendar of assessments? What would be the timeframe for reviewing the data? What is the plan for adjustment of strategies, observable indicators, sources of evidence, and/or progress monitoring?</p>
<p>EL teachers will know Tier I instruction in each classroom/grade level in order to build vocabulary skills and plan for purposeful co-teaching opportunities.</p>	<ul style="list-style-type: none"> ● Collaborative planning with classroom teacher and EL teachers ● Students communicating using content vocabulary in speaking, writing, and reading ● Instruction aligned with learning goal of classroom teacher 	<ul style="list-style-type: none"> ● Student work - writing - use of vocabulary ● Student progress monitoring (Literably, common assessments) ● Lesson plans connected to grade level Tier I 	<ul style="list-style-type: none"> ● use anchor charts with unpacking Learning Goals focusing on vocabulary ● Use of grade level text with groups. ● Align instruction with learning goal of classroom teacher 	<ul style="list-style-type: none"> ● EL CFIP monthly - progress monitor and analysis of student work. ● Grade level common assessments (Assessment Calendar)

Title I Parent Involvement Initiatives/Goals

Goal Name	Goal Detail	Goal Type
Assist students with reading complex texts independently.	Real Men Read and Super Women Read Provide books for Home Libraries Engaging Families in Early Literacy Development Growing A Reader (Primary Grades) You're Reading Adventure (Intermediate Grades) Summer Reading Program	Learning at Home Volunteering Support Student Learning
Share opportunities for the school community to value their school and get involved with the learning taking place.	Real Men Read and Super Women Read Volunteer Orientation & Training Dr. Seuss Reading Celebration National Visitation Day Grandparent's Day Volunteer Appreciation	Volunteering Support Student Learning Community Collaboration
Assist families with skills and opportunities to establish a home environment that supports student learning.	Math Night Reading Night Pastries and Parents Dissemination of Fliers and Educational Activities Early Literacy Parenting Workshops	Support Student Learning Learning at Home Communication
Recognize students for perfect attendance. Monitor absences. Encourage to attend regularly using Schoolnopoly Game	Certificates and Pencils monthly Home Visits Student Support Team Meetings Schoolnopoly	Parenting Support Student Learning

<p>Include parents in school decisions and advocacy and to encourage parents to attend parent meetings for understanding of the curriculum, report cards, assessments, etc.</p>	<p>Parent Participation Response Form School Improvement Team Student Support Team Meeting Invites Focus Groups PTA Activity/Event Questionnaires End of Year Title I Survey Parent Informational Meetings</p>	<p>Decision Making Parenting Communication</p>
<p>Build positive relationships with families.</p>	<p>Home Visits Community Outreach Opportunities Parenting Classes Classroom Volunteer</p>	<p>Communication Parenting Community Collaboration Volunteering</p>
<p>Provide materials for a home learning environment for striving readers to become thriving readers</p>	<p>Creating and Building Home Libraries (Books) Dissemination of Educational Materials Parenting Flyers</p>	<p>Parenting Communication Support Student Learning</p>
<p>Provide opportunities for parents to learn strategies for home reinforcement across content area.</p>	<p>Breakfast Meetings Math/Reading/STEAM/etc. Nights Parenting Class Session on Learning at Home</p>	<p>Support Student Learning Volunteering Learning at Home Communication</p>
<p>Provide a variety of age-appropriate career informational resources with Intermediate grades.</p>	<p>Spring Career Days Brown Bag Career Lunch</p>	<p>Communication Volunteering Support Student Learning Community Collaboration Decision Making</p>
<p>Provide support to EL students and parents in areas of need.</p>	<p>Home Visits Interpreters</p>	<p>Communication Community Collaboration</p>

	Information sent home in their language	
Provide parent workshops and activities that enhances student learning across all content areas.	Pastries With Parents Math Night Reading Night	Support Student Learning
Activities and services to improve the culture and climate of the school	Build strong relationships between student/family/staff Recognize students making good choices Micah Backpacks	Parenting Communication Community Collaboration
Provide basic parenting and Living Skill classes if there is interest	Active Parenting Classes (9 Sessions) Nutritional Workshop	Collaboration with Community Parenting Communication
Recruit, organize and train parents as partners in education.	Volunteer for school (in classroom or home)	Volunteer
Coordinate and integrate community resources and services that assist families in need.	Clothing Closet Assistance with Food/Furniture Assistance with Holiday gifts and food Referrals to Community Resources	Community Collaboration Parenting Communication

Grade Level Specific Action Plans Aligned to School-wide Action Plan

(Generated through CFIP Process Ongoing for Progress Monitoring- at least quarterly)

Timeline & Progress Monitoring (CFIP Agendas/Action Plans)-include connection to School Learning Goal									
Subgroups	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/June
Special Education:	Data Dashboard (SWD Tab)								
Intervention:	Data Dashboard Hickory Literacy Action Plan								
Encore:									
EL:	9.4.19 EL CFIP	10.2.19 EL CFIP	11.4.19 EL CFIP						
PreK:	Grade Level Progress Monitoring Plans								
Kindergarten									
First:									
Second:									
Third:									
Fourth:									
Fifth:									

**An Addendum to the WCPS School-Wide Improvement Plan
for
Title I Schools
2018-2019
Hickory Elementary School
(Name of School)**

<p style="text-align: center;">4 Components Title I School-Wide Program Plan NCLB Section 1114(b)</p>	<p style="text-align: center;">Location in School-Wide Improvement Plan (SIP) of WCPS</p>
# 1 – Comprehensive needs assessment	<p style="text-align: center;"><u>Comprehensive Needs Assessment 2018-2019 Data</u></p>
# 2- School-wide reform strategies	<p style="text-align: center;"><u>School-Wide Reform Strategies & Action Plan PBIS Reform Matrix</u></p>
# 3 A-Parent, Family and Stakeholder Involvement	<p style="text-align: center;"><u>Hickory School Compact and Plan (English)</u> <u>Hickory School Compact and Plan (Spanish)</u> <u>Title I Parent Involvement Initiatives and Goals</u></p>
# 3 B-Strategies to Increase Parent and Family Engagement	
# 4 – Coordination and Integration of federal, state, and local services and programs	<p style="text-align: center;"><u>Coordination and Integration of federal, state, and local services and programs</u></p>

**An Addendum to the WCPS School-Wide Improvement Plan
for
Title I Schools**

Part A

Instruction by High Quality Teachers

The Human Resources Office of Washington County Public Schools ensures, through a screening of credentials, that a new teacher when assigned to teach in a Title I school is highly qualified and meets the requirements of Section 1111 (h)(6)A

VERIFICATION OF COMPLIANCE ATTESTATION

In keeping with the requirements of 1111(h)(6)A,

1. The principal of each school operating a program under 1114 (SW) or 1115 (TA) **is required** to attest annually **in writing** as to whether such school is in compliance with the requirements of this section.
2. Copies of attestations shall be maintained at each school operating a program under 1114 or 1115 and at the main office of the LEA.
3. A copy of the attestation shall be available to any member of the general public upon request.

I, Dan Fowler as principal of Hickory Elementary School hereby attest to the following:

Teachers

____ _ All teachers hired to teach in this school and supported with Title I funds are **certified and licensed.**

Paraprofessionals

_____ All paraprofessionals working in a program supported with Title I funds, regardless of the hiring date, have earned a secondary school diploma or its recognized equivalent.

_____ All paraprofessionals working in a program supported with Title I funds shall have:

- Completed at least 2 years of study at an institution of higher education;
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge of, and the ability to assist in instructing reading, writing, mathematics, or writing readiness, and mathematics readiness.

_____ Paraprofessionals working in a program supported with Title I funds have been assigned to:

- Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- Assist with classroom management, such as organizing instructional and other materials;
- Provide assistance in a computer lab
- Conduct parental involvement activities
- Provide support in a library or media center;
- Act as a translator; or
- Provide instructional services to students working **under direct supervision of a teacher.**

Principal's signature

Date

**An Addendum to the WCPS School-Wide Improvement Plan
for
Title I Schools**

Part B

Strategies to Attract and Retain High-Quality Teachers in High Needs Schools

at the county level

The Human Resources Department of Washington County Public Schools (WCPS) has the responsibility for recruiting and hiring teachers, and it follows a recruiting process. Representatives from WCPS attend college job fairs to share information about Washington County and its school system and to interview prospective employees.

WCPS has a mentoring program in which each first year teacher is paired with a mentor with whom he/she meets regularly. Each WCPS school has been assigned a Mentor Resource Teacher who works with the staff in that particular school. Each Mentor Resource Teacher is an experienced, successful, and knowledgeable professional who accepts the responsibility of serving as a consultant, collaborator, and coach. In some cases, specific new teachers are assigned to others, such as job-alike experienced teachers or Lead Teachers, for mentoring. The goal is that every teacher in need of mentoring receives adequate support. Some novice teachers continue to be mentored into and throughout their second year of teaching. The need for mentoring is assessed on an individual basis, and services are provided to ensure the success of each novice teacher.

WCPS supervisors, coordinators, principals, Mentor Resource Teachers, School based Lead Teachers, and County Lead Teachers work together to provide opportunities for new teachers to continuously increase their understanding of content and process.

WCPS provides an annual New Teacher Academy (NTA), a professional growth opportunity for all teachers new to Washington County. The NTA experience helps to strengthen the foundation necessary for successful teaching. NTA provides an introduction to WCPS and allows participants the opportunity to enhance their skills in such areas as curriculum planning, instructional strategies, classroom management and student motivation, and

professional responsibilities. NTA participants receive workshop rate pay for their attendance and may earn three Maryland State Department of Education (MSDE) credits.

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at the school level

During interviews with prospective teachers, principals of Title I schools share Washington County Public Schools’ vision, mission, and strong commitment to ensuring a world-class education for all students. This dedication and commitment to the high achievement of all students, the development of the highest quality staff through continuous process improvement, and a high level of involvement of customers and stakeholders makes Washington County an attractive place to work, to live, and to raise a family. Upon becoming a teacher in a Washington County public school, one is afforded the opportunity to be a member of a professional learning community in which collaboration and support for professional growth is a priority.

**An Addendum to the WCPS School-Wide Improvement Plan
for
Title I Schools**

**Part C
Component 4**

Coordination and integration of federal, state, and local services and programs

Multi-Funding works by providing opportunities for teachers and students to expand on their educational experiences and opportunities. For example, Title I funds are being used for the Extended Learning Program which will allow students the opportunity to receive after-school and summer help in academics and provide them with other enrichment activities. For teachers, Title I funding is being used at Hickory Elementary to provide additional collaborative planning and progress monitoring each month. The additional collaborative planning provides teachers the opportunity to adjust instruction and plan specific strategies based on student need that can be implemented in the classroom and focus on increasing student achievement. Title 1 funds are also used for additional parent involvement activities and after school literacy, math, and STEM events. Resources are purchased throughout the year that coordinate with the goals of our School Improvement Plan. We also use Title 1 funds and local funds to supplement classroom materials to make

sure our students are well prepared and ready for school. We offer through Title 1 money as well as local funds for additional before, after school, and summer extended learning opportunities based on ERI and PreviLearn data to target specific needs of children below grade level. Local professional development funds and Title 1 funds are used to purchase materials that support teacher professional development, as well as additional professional development opportunities/trainings to help teachers, paraprofessionals and staff learn new instructional strategies to increase student achievement and parent involvement in the school for our striving learners. The following items will be part of every professional development opportunity: sign-in sheets, agendas, notes and evaluations. All staff will be informally and/or formally observed to measure the effectiveness of their implementation of the PD they are given. Along with staff observations, student data will also be monitored to see the impact of PD on student achievement. In addition, teachers and our student intervention team will progress monitor all students on a monthly basis, discuss areas of student need, and develop an action plan to provide additional supports to teachers in planning and adjusting to ensure student growth and success. Additionally, as a Community Eligibility Provision (CEP) school, all Hickory Elementary students receive free breakfast and lunch regardless of income.

Title I funds are used in various ways to support the school-wide improvement plan. Funds are used to support initiatives such as funding the School Family Liaison position which plays an important role in parent/community involvement within the school. Title I funding is also used to support Professional Development opportunities for teachers, paraprofessionals, administration, lead teachers, special education and intervention staff. Professional Development topics include (but are not limited to): Stage 1 and Stage 2 curriculum design, adjusting and planning for striving readers, Tier 2B intervention strategies and best practices, designing and delivering rigorous math tasks. The funds also provide supplemental reading material for classroom libraries and materials to support other initiatives within the school.

Title 1 funds are also used to increase teachers and staff in Title 1 schools to support achievement. Hickory has a Title I Achievement Coordinator, School Family Liaison, and additional teachers to help reduce the class size at Hickory. The Title One Coordinator facilitates and assists in the coordination of all professional development based on staff and student needs. Hickory's Coordinator participates in all school based professional development including CFIP meetings. Hickory's Coordinator, along with the Lead Teachers plan weekly with grade level teams to ensure that the PD is implemented into lesson plans, reflects with those teachers about the lessons, and then helps them modify instruction for future lessons. This is a way to specifically meet the needs of our students and staff as they continue to reflect and refine their teaching based on data and student work. This position focuses upon professional development through team planning, CFIPs, observations, daily walk-throughs with specific feedback to teachers, modeling and providing resources, coaching, and working closely with the Lead Teachers, SIT, SST, and intervention/special education teachers to meet the needs of the students in our targeted subgroups. Utilizing funds for these additional resources will assist Hickory with meeting achievement targets. Hickory's School Improvement Plan includes professional development activities that are specifically chosen to help address the needs of our students with special attention on students who are "striving" and not meeting the demands of the Maryland College and Career Readiness Standards. Paraprofessionals are also involved in professional development opportunities and will support students by providing personalized teaching with skills that specific targeted students need. Title 1 funds are also used for additional parent involvement activities (some of which are lead by parents so we can capitalize on their knowledge to help our students and staff grow) and after school literacy, math, and STEM events. Resources are purchased throughout the year that coordinates with the goals of our School Improvement Plan.

Links:

[2019-2020 Data](#)