ACIP

Highland Avenue Elementary School

Montgomery County Board of Education

Mrs. Courtney S. Giles
2024 Highland Avenue
Montgomery, AL 36107

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Located in Montgomery's historic Highland Park Community, Highland Avenue Elementary School is ideally situated for quick access to other key parts of the city. Bordering the eastern and southern sections of Montgomery's downtown metropolitan area, the Highland Park Community has undergone significant changes since its inception in 1887. Once known for its electronic trolley system that propelled an economic surge in development, the Highland Park Community now reflects wide concentrated areas of poverty. With a median income of $23,241, the community's median average income is significantly below that of the national average $55,775 (U.S. Census, 2015). The rate of poverty in the Highland Park area parallels that of its education attainment level. The 2015 U.S. Census reports that 17% of the community's residents have a college degree as compared to the 45% national average.

Understanding the detrimental impact of childhood hunger on student achievement, Montgomery Public Schools (MPS) has increased student access to school meals through the Community Eligibility Provision (CEP) of the Healthy Hunger-Free Kids Act of 2010. Participation in CEP allows MPS to offer healthy, free breakfast and lunch to all students.

The Highland Park Community derives its name from a baseball field on which Highland Avenue Elementary School now stands. Located at 2024 Highland Avenue, Highland Avenue Elementary School was erected in 1908. This beautiful iconic two-story school is both warm and inviting. The inside of the facility boasts many late Victorian style features such as the high ceilings, decorative trim and molding, and beautifully ornate stairs. This historic century old school stands as a beacon in the community; however its structure represents a few unique challenges.

The first challenge surrounds entrance into the school's building. The primary entrance, located on Highland Avenue, is clearly identifiable as the school's entrance; however it is used as an exit only due to safety and security considerations. Instead, the Arthur Street entrance which is quietly tucked away between the parking lot and the cafeteria's employee entrance serves as the school's primary entrance. This entrance is not clearly defined and may be confusing to individuals new to the site.

With every access into the main building requiring the use of stairs, the second challenge posed by the school's structure involves accessibility. Although the building is in full compliance with all building requirements, the stair access into the building and the sound emanating from the upstairs level as individuals move about, is yet another unique challenge for the school.

Another challenge is the building acoustics. This beautiful structure boast high ceiling throughout and wooden floors in several areas which amplifies sound, thus making noise control another unique school challenge.

Lastly, parking is a challenge for staff and visitors. The school's parking lot accommodates approximately 21 vehicles. Faculty members and visitors driving to the campus must utilize the Highland Avenue Baptist Church parking lot and/or park parallel on the streets of Arthur, Plum and Boyce.

Highland Avenue Elementary School is nestled in the heart of a caring and long established community. Trend data indicates that the school's student enrollment numbers continue to increase. Highland Avenue's student population is predominately African-American. This

K-5 school serves an average of approximately 450 students annually.   The demographics of the student population is as follows: 81%-African American, 16%-Hispanic, 2%-Caucasian and 1%-Other, 54% males, and 46% females. Highland Avenue's faculty is comprised of 91% African American, 8.7% Caucasian, 89% female, and 11% male. All of the school's teachers are highly qualified with 85% of staff holding a Master's degree or higher.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Highland Avenue Elementary School is to cultivate a safe, engaging, and caring environment that encourages the scholastic, physical, moral and social well-being of the students that will ultimately promote their success in college, career, and beyond. The vision of Highland Avenue is "A place where students embrace learning, dream big, and achieve their highest potential because they know that with maximum effort, possibilities are endless…"   Student performance at Highland Avenue School is aligned with the school's mission and state approved course of studies standards. The strategies and action plans focus on student learning. The curriculum is researched-based and ensures that each content area includes essential knowledge and skills. Student performance is monitored through the use of data and used to determine short and long range goals. Data is collected and disaggregated continuously to monitor and evaluate student performance through a continuous improvement cycle.

Students at Highland Avenue are fully aware of and focused on the school's expectations for learning. Faculty and staff routinely conduct goal setting meetings with students to discuss assessment results aimed at improving academic success. Student performance is communicated to parents through progress reports, report cards, meetings, parent conferences, and the INOW parent portal. Both formative and summative assessment data is routinely disaggregated and analyzed to inform instructional decisions that will have a positive impact on student achievement.

Highland Avenue is a community school where the administrator and staff embrace the importance of parental involvement. Multiple measures are in place to provide meetings and activities on a flexible schedule. In addition, the parent center offers an array of parent information and support. Workshops are available to assist parents with strategies for extending student learning into the home. The school's parent center is open daily from 8:00 A.M. until 11:30 A.M. and from 12:00 P.M. until 3:00 P.M.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Highland Avenue is extremely proud of the work it is has done to reduce the number of out of school suspensions. With an emphasis on school culture and positive behavioral supports, Highland Avenue has experienced a positive impact on school discipline and absenteeism. With the schoolwide goal of exercising strategies that support decreasing the rate of out of school suspensions, Highland Avenue teachers understand the catastrophic impact that chronic absenteeism has on student achievement, and are focused on having every student at school every day.

Highland Avenue worked collaboratively to dramatically decrease the number of out of school suspensions. In 2013-14 the school reported 139 suspensions. In 2014-15 the number of suspensions plummeted to 39. This trend continued in 2015-16 when the school had only three suspensions for the entire school year. In 2016-17 the number of suspensions increased to 26 total suspensions.

Providing students and teachers with the latest in technology to support classroom instruction is also an area that Highland Avenue is very proud of. All certified teachers were issued I-Pads.   All homeroom teacher rooms are now equipped with SMARTBoards and/or Prometheans in every classroom. To support the technology, teachers are engaged in ongoing professional development to enhance the use of technology as well as increase the rigor and relevance in all content areas.

Lastly, the faculty at Highland Avenue is extremely proud of the work that is being done to move towards a Professional Learning Community (PLC). The school has established a variety of teams to focus on various aspects of the school. We have also built into our master schedule Common Planning Time (CPT) to support opportunities for collaborative planning and embedded professional development. Highland Avenue was recently chosen to participate in a national research project focused on the effectiveness of school leadership teams. This opportunity will provide Highland Avenue's Instructional Leadership Team (ILT) with invaluable training as we move forward in building our community.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

None

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The planning process that was used to engage stakeholders in the development of Highland Avenue Elementary School's continuous improvement planning process began with the committee formation. The following members were chosen due to their knowledge and expertise in increasing student achievement: Principal (Instructional Leader), Curriculum Instructional Assistant (CIA), classroom teacher from each grade level, three parents, Alabama Reading Initiative (ARI) coach, school counselor, technology teacher, reading intervention teacher, math intervention teacher, ELL teacher, special education teacher, and parent liaison. Meeting dates and times were flexible to accommodate the scheduling needs of the team.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The members that participated on the ACIP committee were selected to represent all of the stakeholder groups in order to efficiently develop the ACIP improvement plan for Highland Avenue Elementary School.   The groups that represented include the community, parents, and staff of the school. The staff is derived from the grade levels, departments, and leadership team. The ACIP members and their responsibilities include the following:

Principal (facilitates process/plan according to questions)
Curriculum Instructional Assistant (provides data points)
Parents (collect information from other parents and the community)
Parent Liaison (support parents in collecting information from the community)
ELL Teacher (identifies gaps in instruction, identifies interferences, and identifies strategies for the ELL population)
Classroom Teacher (collects information from other teachers, identifies gaps in instruction, identifies interferences, and identifies strategies for students)
School Counselor (identifies gaps in the behavior plan, identifies interferences, and identifies strategies for students that with behavioral concerns)
Special Education Teacher (identifies gaps in instruction, interferences, and identifies strategies for the SPED population)
Reading Interventionist and ARI Coach (identifies gaps in reading instruction and data, identifies interferences, identify reading strategies)
Math Intervention and Literacy Teacher Specialist (identifies gaps in math instruction and data, identifies interferences, identify math

strategies)

The ACIP committee is a standing committee whereby each member plays an integral role in the development, implementation, monitoring and refinement of the continuous improvement plan. Some committee members were charged with the responsibility of forming subcommittees who would be responsible for different aspects of the plan's development. Once each section of the plan was complete, the ACIP committee met as a group to review the findings and suggested strategies. This draft of the plan was shared with faculty and staff to attain additional feedback and vetting of the plan. As a part of the final process, the final draft will be presented to the school LEA, District LEA, and the Alabama State Department of Education for final approval.

The committee met frequently to determine the school's strengths and weaknesses, review the research, and determine strategies and action steps. Since the ACIP is a fluid document, the committee will revisit and revise the plan as deemed necessary throughout the school year.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Upon completion, the continuous improvement plan was presented to the entire faculty and various stakeholder groups. Grade Level Chairs and ILT members presented the plan during various meetings. The completed plan was presented at the required Title I Parent Involvement Meeting. Copies of the 2017-2018 Highland Avenue ACIP were made available in various common areas throughout the school, such as the main office, the school library, and parent center.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	K-2 End of Year DIBELS Next Data 3rd-5th End of Year Performance Series Data 3rd-5th Spring 2017 ACT Aspire Data Highland Avenue Elementary has a building leadership team which is comprised of the Instructional Leader, Curriculum Instructional Assistant, Math Interventionist, Reading Interventionist, Literacy Technology Specialist, ARI Reading Specialist, Counselor, Grade Level Chairperson and Parent Liaison. The team meets weekly to discuss school-wide data, school operations and ACIP revisions. Our data meetings are conducted on a weekly basis to during Formative and Summative Assessments.	EOY Math PS SY 16.17 EOY Reading PS SY 16.17 EOY DIBELS GRADE K EOY DIBELS GRADE 1 EOY DIBELS GRADE 2

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

KIndergarten
According to the EOY DIBELS next data, 62% of Kindergarten students met or exceeded the expected benchmark according to the end of year assessment summary.

Overview: Although some growth is reflected from Highland Avenue over the past three years, the school continues to implement goals in order to continue to grow and meet new reading goals for students to be college and career ready.

Describe the area(s) that show a positive trend in performance.

4th Grade

In analyzing the Scantron Performance Series Math results from 2015-2016 to 2016-2017 SY students in 4th grade have increased proficiency from 2282 SS to 2285 SS.

Overview: Although some growth is reflected from Highland Avenue over the past three years, the school continues to implement goals in order to continue to grow and meet new reading and math goals for students to be college and career ready.

Which area(s) indicate the overall highest performance?

In comparing the ACT Aspire results in the area of English from 2014-2015, 2015-2016 SY to 2016-2017 SY students which scored "Ready" in the area of English increase by 24%. In the area of Reading 5th grade students which scored "Ready" increased by 10%.

However on Reading scores remanded significantly suppressed on the state and district level.

Which subgroup(s) show a trend toward increasing performance?

3rd Grade

In analyzing the Scantron Performance Series Math three year trend students in 3rd grade have increased proficiency in the Measurement Domain.

SY 2014-2015 Score: 2139
SY 2015-2016 Score: 2278
SY 2016-2017 Score: 2194

Overview: Although some growth is reflected from Highland Avenue over the past three years, the school continues to implement goals in order to continue to grow and meet new reading and math goals for students to be college and career ready.

Between which subgroups is the achievement gap closing?

Overview: Although some growth is reflected from Highland Avenue over the past three years, the school continues to implement goals in order to continue to grow and meet new reading and math goals for students to be college and career ready.

Which of the above reported findings are consistent with findings from other data sources?

There are multiple data sources that show consistent findings including Performance Series summary reports and ACT Aspire Summative.

*Note that trends are based on available data. Some 2 and 3 years for Reading and Math.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

According to ACT Aspire data for the 2016-2017 SY Reading is the targeted needs area for 4th and 5th grade. The percentage of students scoring "Ready" in 4th grade decreased 27% and 5th decreased by 13%.

Describe the area(s) that show a negative trend in performance.

Based on the Science ACT Aspire Assessment, our fifth grade data shows a negative trend in performance from the 2014-2015 SY to 2016-2017 school year. From 2015-2016 SY to 2016-2017 SY the percentage of students scoring "Ready" decreased 28%.

Which area(s) indicate the overall lowest performance?

According to the ACT Aspire data for 2016-2017 SY, the overall lowest performance area in 5th grade is Reading.

Which subgroup(s) show a trend toward decreasing performance?

In comparing the three year trend in data, according to the demographic breakdown of the ACT Aspire data for 2016-2017 SY, the subgroup that is decreasing performance is 4th grade black males in the area of Math.

Between which subgroups is the achievement gap becoming greater?

In comparing the three year trend in data, according to the demographic breakdown of the ACT Aspire data for 2016-2017 SY, the subgroup that is decreasing performance is 4th grade black males in the area of Math.

Which of the above reported findings are consistent with findings from other data sources?

There are multiple data sources that show consistent findings including DIBELS Next data, Scranton Performance Series summary reports and ACT Aspire Summative data.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
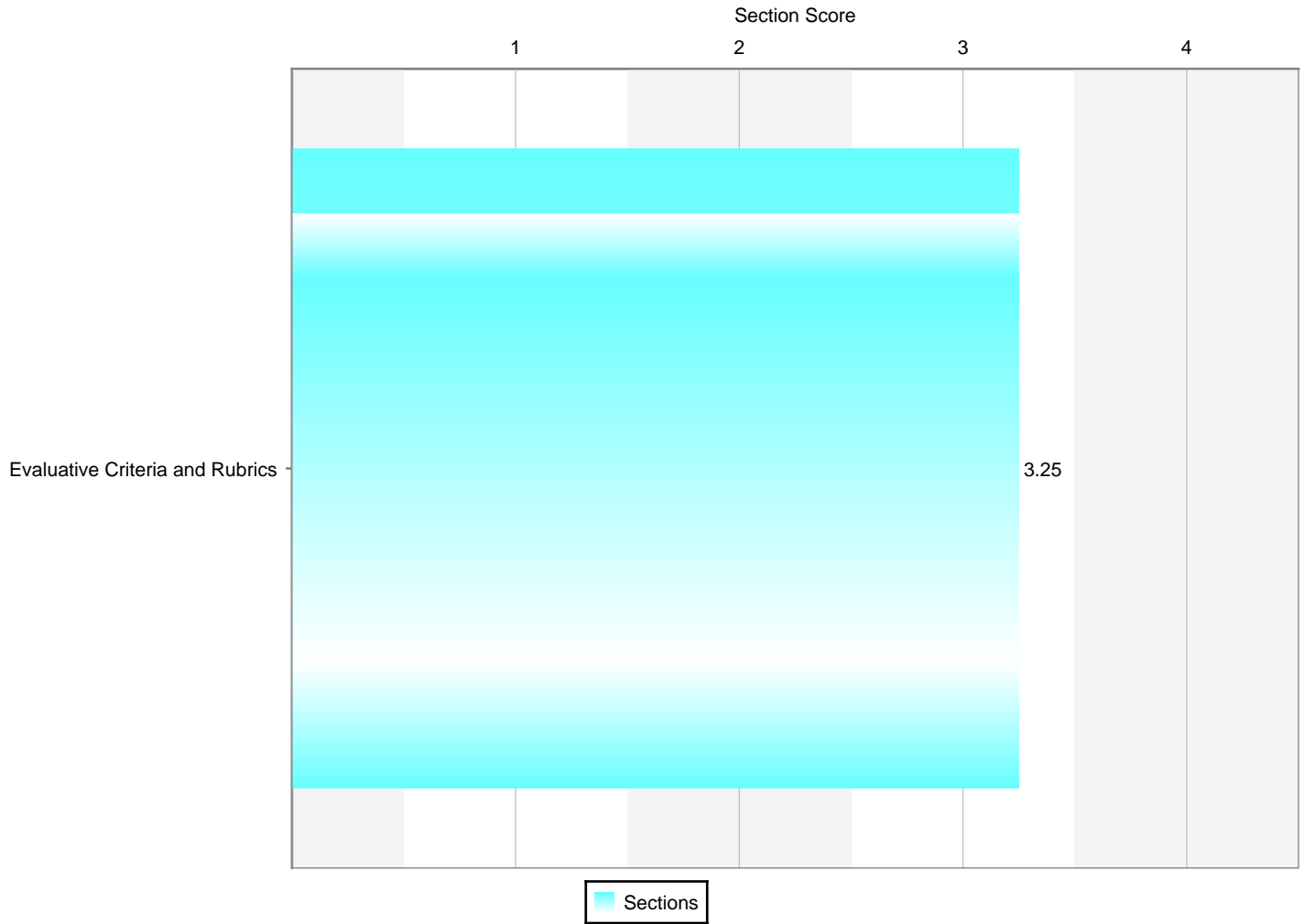
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The Instructional Leadership Team includes all of the necessary members to complete the team. The team is comprised of the following individuals: Principal- Courtney Giles, CIA- Eddieca Robertson, Reading Coach- Gena Robinson, Technology Teacher- Jamie Merrill, Math Interventionist- Shikeia Smith, and Reading Interventionist- Angela Jackson, ELL Teacher- Tiffany Jones, Special Ed Teacher-Elizabeth Strickland Principal- Courtney Giles CIA- Eddieca Robertson Reading Coach- Gena Robinson Technology Teacher- Jamie Merrill Math Interventionist- Shikeia Smith Reading Interventionist- Angela J	Team Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Highland Avenue complies with all federal, state, and local regulations prohibiting discrimination. Highland Avenue has 100% completion rate for the required compliance directories, namely FERPA, Jason Flatt, Erin's Law, GPR, and Employee Handbook. The staff is trained annually.	Team Signatures

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	The Instructional Leader, Mrs.Courtney Giles is the designated employee to coordinate all task and carry out non-discrimination responsibilities for the faculty and staff at Highland Avenue Elementary School. Principal Mrs. Courtney Giles 2024 Highland Avenue Montgomery, Al 36107 334-269-3690	Principal's Signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	In the attachment, you will find our school's Parent Involvement Plan. This document was used to determine the school's strengths and weaknesses in this area, review the findings, and determine strategies and action steps to better engage and involve our parents at Highland Avenue Elementary School.	Principal Signature Parent Involvement Plan 17-18

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	In the attachment, you will find our school's Parent Compact. This document was used to outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help children be successful at Highland Avenue Elementary School.	Highland Avenue School Compact 17-18 Principal's Signature

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

2017-2018 Goals and Plans

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high-quality service.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	$3000
2	We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$1750
3	We will educate students by using instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.	Objectives: 1 Strategies: 2 Activities: 4	Academic	$0

Goal 1: We will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high-quality service.

Measurable Objective 1:

collaborate to increase opportunites for every education professional to be well-prepared, resource-supported, and effective in providing standards-based instruction by 05/31/2018 as measured by a 10% overall growth in student performance on the Spring 2018 Performance Series Assessment (2-5) and the Spring 2018 DIBELS Next Assessment (K-1).

Strategy 1:

Implementation of Professional Development - In many ways professional learning and leadership support (Professional Development) is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. The evaluation of educator effectiveness based on student test scores and classroom observation, for example, has the potential to drive instructional improvement and promises to reveal important aspects of classroom performance and success.

Category: Develop/Implement Professional Learning and Support

Research Cited: © 2017 - Center for American Progress

Jenny DeMonte is the Associate Director for Education Research at the Center for American Progress

Activity - Collaborative/Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in job-embedded professional dialogue and guidance during weekly common planning (3-4 days per week, minimal of 30 minutes per session) to design standards-based lessons and enhance current successful practices	Professional Learning	09/05/2017	05/31/2018	$0	No Funding Required	Implementation will involved all school-level stakeholders. Principal, CIA, Reading Specialist, Math Interventionist, and Reading Interventionist will hold the responsibility of facilitating the sessions. Classroom teachers are expected to implement plans

Activity - Instructional Rounds/Informal Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Rounds (informal and formal walkthroughs and classroom snapshots) will be conducted regularly to ensure implementation of standards-based instruction and practices as well as to support teacher learning/plans for support.	Professional Learning, Policy and Process	09/26/2017	05/31/2018	$0	No Funding Required	Principal, CIA, Reading Specialist, Reading Interventionist, Math Interventionist, Literacy Technology Teacher

Activity - Instructional Coaches' Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assigned Instructional Coaches will carry out the mission of ensuring that each teacher assigned to him/her has access to necessary support and resources needed to address targets for student growth, and ultimately, proficiency. Instructional Coaches are responsible for facilitating professional learning opportunities aimed ad addressing the deficits in teacher practices and student performance.	Professional Learning, Academic Support Program	09/26/2017	05/31/2018	$0	No Funding Required	Principal, CIA, Reading Specialist, Math Interventionist, Reading Interventionist, Literacy Technology Teacher.

Activity - Gulf Coast Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gulf Coast Conference held in San Destin Florida annually to provide attendees with professional learning on reading and writing.	Professional Learning	06/25/2018	06/28/2018	$3000	Title I Part A	Principal

Measurable Objective 2:

collaborate to develop more effective strategies to ensure feedback to teachers result in improved instructional practices that raise student achievement by 05/31/2018 as measured by lesson plan completion rate of 95% teachers meet expectations.

Strategy 1:

Class Measures/Leadership Specialists will teach effective lesson planning practices to teachers - The leadership team specialists will use research-based strategies

and resources aligned with CCRS(EQuIP Rubric, Strategic lesson planning processes, Webb's DOK, Bloom's Taxonomy, etc) to guide teachers in effective lesson

planning processes.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The leadership team will divide the common planning schedule so that they are able to present at each session. The team will use the time to lead teachers through effective lesson plan practices.	Academic Support Program	09/01/2017	05/31/2018	$0	No Funding Required	Principal, CIA, ARI Reading Coach, Reading and Math Interventionist Teachers

Activity - Monitoring of Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The leadership team will actively monitor if plans are being implemented to fidelity in the classroom.	Academic Support Program	09/01/2017	05/31/2018	$0	No Funding Required	Principal, CIA

Strategy 2:

Class Measures/Monitor targeted instructional strategies utilized in the classroom - School leaders will ensure that instructional staff plan and deliver rigorous and engaging lessons that are matched to the learning needs of all students, including students with disabilities.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Data Analysis to group students for targeted instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data from summative and formative assessments, instructional rounds, and data walls will be used to monitor targeted instruction.	Direct Instruction, Academic Support Program	09/01/2017	05/31/2018	$0	No Funding Required	Principal, CIA, Reading Specialist, Reading and Math Interventionists

Goal 2: We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

collaborate to implement a school-wide, three-tiered approach to addressing the scholastic, emotional, social, physical, and needs of our students. by 05/31/2018 as measured by as measured by a 10% increase (per nine weeks, beginning baseline of 50%) of students who particpate in the Quarterly PBIS Celebrations. .

Strategy 1:

Positive Behavior Intervention and Support through implementation of the school-wide Discipline Plan - Highland Avenue Elementary will exercise a three-tiered approach to address the behavioral and scholastic goals and needs of our students using a process known as Positive Behavioral Interventions and Support (PBIS).

This model works within the framework of Response to Intervention (RtI). For the 2017-18 school year, HAS will be adopting a School-Wide Discipline Plan. It is our hope that with a streamlined discipline process that aligns with the MPS Code of Student Behavior and the RtI Framework, we will establish a positive teaching-learning climate and culture as well as a process for consistency in conduct grading that aligns with problem-solving strategies. It is our goal that students and parents will understand our behavioral expectations as they transition through the school year. Staff members will focus on teaching the expectations to students, explain and model the expectations, while recognizing students who exhibit positive behavior. The Highland Avenue Elementary School-Wide Discipline Plan fosters a learning environment that establishes a systematic school-wide structure that supports optimal teaching and learning for all students at all times.

This plan, in conjunction with the Montgomery Public Schools Code of Student Behavior, will govern the processes for addressing offenses and appropriate behaviors at Highland Avenue Elementary School.

Category: Develop/Implement Student and School Culture Program

Research Cited: © 2017 Positive Behavioral Interventions & Supports (PBIS)- U.S. Department of Education

Activity - Eagle Bucks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eagle Bucks are bonus cards students receive when they have displayed appropriate behaviors. All students will begin EACH WEEK with the opportunity to earn an Eagle Buck. A minimum of one Eagle Buck can be earned each week. Classroom teachers are required to keep tally of the students who earned Eagle Bucks for the week. Eagle Bucks can be redeemed at the PBIS Store for tangible incentives.	Behavioral Support Program	09/05/2017	05/31/2018	$1000	Other	ALL HAS Faculty and Staff

Courtney Giles, Principal Eddieca Robertson, CIA Jamie Merrill, Literacy Technology Teacher Angela Thornton-Jackson, Reading Intervention Teacher Shikeia Smith, Mathematics Intervention Teacher Arlene Adams, Counselor Tina Crawf |

Activity - Eagle of the Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will submit the name of one student each week that has displayed the most appropriate behaviors or who has shown the most improvement in appropriate behaviors. Names must be submitted to the counselor on Thursday. The counselor will recognize and announce each homeroom's Eagle of the Week over the PA every Friday and award the recipients with a certificate. Eagles of the Weeks names are displayed outside of their homeroom classroom for the entire week.	Behavioral Support Program	09/05/2017	05/31/2018	$0	No Funding Required	Counselor Arlene Adams All Classroom Teachers

Activity - First Class Behavior Cafe	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will submit the name of one student at the end of each nine week grading period that displayed the most appropriate behaviors all quarter. Students will be invited to have lunch with principal at the end of the nine week grading period. Students and principal will dine-in at the First Class Behavior Café (cafetorium stage) during their regularly scheduled lunch time. Recipients will be served a special dessert at the conclusion of their meal and will take a photo with the principal.	Behavioral Support Program	09/05/2017	05/31/2018	$0	No Funding Required	PBIS Committee Members and all Classroom Teachers

Activity - PBIS Honor's Assembly Award	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highland Avenue will host two honors' assemblies this year (one per semester). Classroom teachers will honor one student in his/her class that has displayed the most appropriate behaviors all semester. Students selected will be recognized during the honors' assemblies and will receive the PBIS Award and a trophy.	Behavioral Support Program	09/04/2017	05/31/2018	$500	Other	PBIS Committee Members all Classroom Teachers

Activity - PBIS Quarterly Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who earn, at minimum, nine Eagle Bucks will be eligible to participate in the quarterly PBIS Celebration. PBIS Celebrations are held at the end of each grading period. There will be a total of four PBIS Celebrations. Teachers are expected to keep tally of students who earned Eagle Bucks weekly using the provided tally form. Tally forms must be submitted to the school's PBIS Coach at the end of each nine-week grading period.	Behavioral Support Program	09/05/2017	05/31/2018	$250	Other	All PBIS Committee Members and all Classroom Teachers

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A problem-solving model is a systematic approach that reviews student strengths and weaknesses, identifies evidence-based instructional interventions, frequently collects data to monitor student progress, and evaluates the effectiveness of interventions implemented with the student. Problem solving is a model that first solves student difficulties within general education classrooms. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting intervention strategies and collecting data is repeated with the help of a building-level or grade-level intervention assistance or problem-solving team.	Behavioral Support Program, Policy and Process, Academic Support Program	09/05/2017	05/31/2018	$0	No Funding Required	PST Members and Classroom Teachers. PST Members are CIA, Principal, Counselor, SPED Facilitator, Reading Interventionist, Math Interventionist, Reading Coach

Goal 3: We will educate students by using instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.

Measurable Objective 1:

10% of Third grade students will increase student growth in grade level standards in Reading by 05/31/2018 as measured by the Spring 2018 PowerSchool Formative Assessment (Grades 2-5) and Spring 2018 Performance Series (Grades 2-5) .

Strategy 1:

Implementation of the ELA Instructional Shifts - The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards and the necessary shifts they call for is essential to implementing the standards well.

1)
Regular practice with complex texts and their academic language

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask

students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

Because the standards are the roadmap for successful classrooms, and recognizing that teachers, school districts, and states need to decide on the journey to the destination, they intentionally do not include a required reading list. Instead, they include numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect during the year.

The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.

2)
Reading, writing, and speaking grounded in evidence from texts, both literary and informational

The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text.

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing. The standards' focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice.

3)
Building knowledge through content-rich nonfiction

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social

studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 2017 Common Core State Standards Initiative

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use routine cards aligned with concept vocabulary instructional processes to introduce and teach vocabulary words identified in complex text. The steps to use in this routine to teach concept vocabulary are as follows: 1. Introduce the word- (Build Background) relate the word to the concept. Supply a student-friendly definition. 2. Demonstrate- Provide several familiar examples to demonstrate meaning. 3. Apply-Have students demonstrate understanding with a simple activity. 4. Display the Word- Relate the word to the concept b displaying it on a concept web. Have students identify word parts and practice reading the word. 5. Use the Word Often- Encourage students to use the word often in their writing and speaking. Ask questions that require students to use the word.	Direct Instruction	09/26/2017	05/31/2018	$0	No Funding Required	Classroom Teachers

Activity - Use Bloom's Taxonomy, Close Reading, and Webb's DOK to ask text-dependent questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use Close Reading Strategies, which consist of, thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft and meanings, to provide standards-based instruction. Teachers will use Bloom's Taxonomy to guide their instruction by way of three methods: 1. Lesson Planning- teachers will create activities they want students perform using Bloom's. Beginning with the knowledge level- where students learn basic information and are able to memorize and remember it. Next, teachers will employ problem-solving which is at the application level. The evaluation stage is where the teacher will employ activities where students resolve conflicts and develop opinions. 2. Direct Questioning-Teachers will use Bloom's Taxonomy to guide questioning, starting with knowledge-level questions and move to evaluation-level questions. 3. Assessments- Teachers will use Bloom's Taxonomy as a rubric to judge the assessments developed for students. Webb's DOK -•With Webb's DoK chart, not only can you figure out how to teach a subject more deeply and expect students to demonstrate complex understanding, but teachers can evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses. •Level One: Identify details in the text, specific facts that result in a "Right" answer. Tasks that require Level One thinking include words like memorize, state, and recognize. •Level Two: Show a relationship between an idea in the text and other events. "How" and "Why" are good questions to bump an activity into Level Two. Tasks that require Level Two thinking include words like compare, infer, and interpret. •Level Three: Analyze and draw conclusions about the text. Support conclusions with details. Use a voice that is appropriate to the purpose, task, and audience. Tasks that require Level Three thinking include words like hypothesize, differentiate, and investigate. •Level Four: Extend conclusions and analysis (which might be the result of Level three) to new situations. Use other sources to analyze and draw conclusions. Tasks that require Level Four thinking include words like connect, analyze, and prove.	Direct Instruction	09/26/2017	05/31/2018	$0	No Funding Required	Classroom Teachers

Activity - Use Studies Weekly and Stemscope Science Text to Teach ELA Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Studies Weekly and Stemscope Science texts during ELA instruction to teach ELA standards. Studies Weekly provides complex text that is Social Studies content-based. Stemscope Science provides complex text that is Science content-based.	Direct Instruction	09/26/2017	05/31/2018	$0	No Funding Required	Classroom Teachers

Strategy 2:

Implementation of Math Instructional Shifts -

1.)Greater focus on fewer topics

The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math

teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:

In grades K–2: Concepts, skills, and problem solving related to addition and subtraction

In grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions.

This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

2) Coherence: Linking topics and thinking across grades

Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. Each standard is not a new event, but an extension of previous learning.Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

3) Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.

Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Category: Develop/Implement College and Career Ready Standards
Research Cited: 2017 Common Core State Standards Initiative

Activity - Bloom's Taxonomy and Webb's DOK	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will use Bloom's Taxonomy to guide their instruction by way of three methods: 1. Lesson Planning- teachers will create activities they want students perform using Bloom's. Beginning with the knowledge level- where students learn basic information and are able to memorize and remember it. Next, teachers will employ problem-solving which is at the application level. The evaluation stage is where the teacher will employ activities where students resolve conflicts and develop opinions. 2. Direct Questioning-Teachers will use Bloom's Taxonomy to guide questioning, starting with knowledge-level questions and move to evaluation-level questions. 3. Assessments- Teachers will use Bloom's Taxonomy as a rubric to judge the assessments developed for students. Webb's DOK - •With Webb's DoK chart, not only can you figure out how to teach a subject more deeply and expect students to demonstrate complex understanding, but teachers can evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses. •Level One: Identify details in the text, specific facts that result in a "Right" answer. Tasks that require Level One thinking include words like memorize, state, and recognize. •Level Two: Show a relationship between an idea in the text and other events. "How" and "Why" are good questions to bump an activity into Level Two. Tasks that require Level Two thinking include words like compare, infer, and interpret. •Level Three: Analyze and draw conclusions about the text. Support conclusions with details. Use a voice that is appropriate to the purpose, task, and audience. Tasks that require Level Three thinking include words like hypothesize, differentiate, and investigate. •Level Four: Extend conclusions and analysis (which might be the result of Level three) to new situations. Use other sources to analyze and draw conclusions. Tasks that require Level Four thinking include words like connect, analyze, and prove	Direct Instruction	09/05/2017	05/31/2018	$0	No Funding Required	All Classroom Teachers, Principal, CIA, Math Interventionist, Special Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gulf Coast Conference	Gulf Coast Conference held in San Destin Florida annually to provide attendees with professional learning on reading and writing.	Professional Learning	06/25/2018	06/28/2018	$3000	Principal
				Total	$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Rounds/Informal Observations	Instructional Rounds (informal and formal walkthroughs and classroom snapshots) will be conducted regularyly to ensure implementation of standards-based instruction and practices as well as to support teacher learning/plans for support.	Professional Learning, Policy and Process	09/26/2017	05/31/2018	$0	Principal, CIA, Reading Specialist, Reading Interventionist, Math Interventionist, Literacy Technology Teacher
Common Planning	The leadership team will divide the common planning schedule so that they are able to present at each session. The team will use the time to lead teachers through effective lesson plan practices.	Academic Support Program	09/01/2017	05/31/2018	$0	Principal, CIA, ARI Reading Coach, Reading and Math Interventionist Teachers

Use Bloom's Taxonomy, Close Reading, and Webb's DOK to ask text-dependent questions	Teachers will use Close Reading Strategies, which consist of, thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft and meanings, to provide standards-based instruction. Teachers will use Bloom's Taxonomy to guide their instruction by way of three methods: 1. Lesson Planning- teachers will create activities they want students perform using Bloom's. Beginning with the knowledge level- where students learn basic information and are able to memorize and remember it. Next, teachers will employ problem-solving which is at the application level. The evaluation stage is where the teacher will employ activities where students resolve conflicts and develop opinions. 2. Direct Questioning-Teachers will use Bloom's Taxonomy to guide questioning, starting with knowledge-level questions and move to evaluation-level questions. 3. Assessments- Teachers will use Bloom's Taxonomy as a rubric to judge the assessments developed for students. Webb's DOK -•With Webb's DoK chart, not only can you figure out how to teach a subject more deeply and expect students to demonstrate complex understanding, but teachers can evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses. •Level One: Identify details in the text, specific facts that result in a "Right" answer. Tasks that require Level One thinking include words like memorize, state, and recognize. •Level Two: Show a relationship between an idea in the text and other events. "How" and "Why" are good questions to bump an activity into Level Two. Tasks that require Level Two thinking include words like compare, infer, and interpret. •Level Three: Analyze and draw conclusions about the text. Support conclusions with details. Use a voice that is appropriate to the purpose, task, and audience. Tasks that require Level Three thinking include words like hypothesize, differentiate, and investigate. •Level Four: Extend conclusions and analysis (which might be the result of Level three) to new situations. Use other sources to analyze and draw conclusions. Tasks that require Level Four thinking include words like connect, analyze, and prove.	Direct Instruction	09/26/2017	05/31/2018	$0	Classroom Teachers

First Class Behavior Cafe	Teachers will submit the name of one student at the end of each nine week grading period that displayed the most appropriate behaviors all quarter. Students will be invited to have lunch with principal at the end of the nine week grading period. Students and principal will dine-in at the First Class Behavior Café (cafetorium stage) during their regularly scheduled lunch time. Recipients will be served a special dessert at the conclusion of their meal and will take a photo with the principal.	Behavioral Support Program	09/05/2017	05/31/2018	$0	PBIS Committee Members and all Classroom Teachers
Monitoring of Lesson Plans	The leadership team will actively monitor if plans are being implemented to fidelity in the classroom.	Academic Support Program	09/01/2017	05/31/2018	$0	Principal, CIA
Collaborative/Common Planning	Teachers will engage in job-embedded professional dialogue and guidance during weekly common planning (3-4 days per week, minimal of 30 minutes per session) to design standards-based lessons and enhance current successful practices	Professional Learning	09/05/2017	05/31/2018	$0	Implementation will involved all school-level stakeholders. Principal, CIA, Reading Specialist, Math Interventionist, and Reading Interventionist will hold the responsibility of facilitating the sessions. Classroom teachers are expected to implement plans

Bloom's Taxonomy and Webb's DOK	Teachers will use Bloom's Taxonomy to guide their instruction by way of three methods: 1. Lesson Planning- teachers will create activities they want students perform using Bloom's. Beginning with the knowledge level- where students learn basic information and are able to memorize and remember it. Next, teachers will employ problem- solving which is at the application level. The evaluation stage is where the teacher will employ activities where students resolve conflicts and develop opinions. 2. Direct Questioning-Teachers will use Bloom's Taxonomy to guide questioning, starting with knowledge-level questions and move to evaluation-level questions. 3. Assessments- Teachers will use Bloom's Taxonomy as a rubric to judge the assessments developed for students. Webb's DOK - •With Webb's DoK chart, not only can you figure out how to teach a subject more deeply and expect students to demonstrate complex understanding, but teachers can evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses. •Level One: Identify details in the text, specific facts that result in a "Right" answer. Tasks that require Level One thinking include words like memorize, state, and recognize. •Level Two: Show a relationship between an idea in the text and other events. "How" and "Why" are good questions to bump an activity into Level Two. Tasks that require Level Two thinking include words like compare, infer, and interpret. •Level Three: Analyze and draw conclusions about the text. Support conclusions with details. Use a voice that is appropriate to the purpose, task, and audience. Tasks that require Level Three thinking include words like hypothesize, differentiate, and investigate. •Level Four: Extend conclusions and analysis (which might be the result of Level three) to new situations. Use other sources to analyze and draw conclusions. Tasks that require Level Four thinking include words like connect, analyze, and prove	Direct Instruction	09/05/2017	05/31/2018	$0	All Classroom Teachers, Principal, CIA, Math Interventionist, Special Teachers
Eagle of the Week	Teachers will submit the name of one student each week that has displayed the most appropriate behaviors or who has shown the most improvement in appropriate behaviors. Names must be submitted to the counselor on Thursday. The counselor will recognize and announce each homeroom's Eagle of the Week over the PA every Friday and award the recipients with a certificate. Eagles of the Weeks names are displayed outside of their homeroom classroom for the entire week.	Behavioral Support Program	09/05/2017	05/31/2018	$0	Counselor Arlene Adams All Classroom Teachers

Problem Solving Team	A problem-solving model is a systematic approach that reviews student strengths and weaknesses, identifies evidence-based instructional interventions, frequently collects data to monitor student progress, and evaluates the effectiveness of interventions implemented with the student. Problem solving is a model that first solves student difficulties within general education classrooms. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting intervention strategies and collecting data is repeated with the help of a building-level or grade-level intervention assistance or problem-solving team.	Behavioral Support Program, Policy and Process, Academic Support Program	09/05/2017	05/31/2018	$0	PST Members and Classroom Teachers. PST Members are CIA, Principal, Counselor, SPED Facilitator, Reading Interventionist, Math Interventionist, Reading Coach
Use Studies Weekly and Stemscope Science Text to Teach ELA Standards	Teachers will use the Studies Weekly and Stemscope Science texts during ELA instruction to teach ELA standards. Studies Weekly provides complex text that is Social Studies content-based. Stemscope Science provides complex text that is Science content-based.	Direct Instruction	09/26/2017	05/31/2018	$0	Classroom Teachers
Vocabulary Instruction	Teachers will use routine cards aligned with concept vocabulary instructional processes to introduce and teach vocabulary words identified in complex text. The steps to use in this routine to teach concept vocabulary are as follows: 1. Introduce the word- (Build Background) relate the word to the concept. Supply a student-friendly definition. 2. Demonstrate- Provide several familiar examples to demonstrate meaning. 3. Apply-Have students demonstrate understanding with a simple activity. 4. Display the Word- Relate the word to the concept b displaying it on a concept web. Have students identify word parts and practice reading the word. 5. Use the Word Often- Encourage students to use the word often in their writing and speaking. Ask questions that require students to use the word.	Direct Instruction	09/26/2017	05/31/2018	$0	Classroom Teachers
Data Analysis to group students for targeted instruction	Student data from summative and formative assessments, instructional rounds, and data walls will be used to monitor targeted instruction.	Direct Instruction, Academic Support Program	09/01/2017	05/31/2018	$0	Principal, CIA, Reading Specialist, Reading and Math Interventionists

Instructional Coaches' Assignments	Assigned Instructional Coaches will carry out the mission of ensuring that each teacher assigned to him/her has access to necessary support and resources needed to address targets for student growth, and ultimately, proficiency. Instructional Coaches are responsible for facilitating professional learning opportunities aimed ad addressing the deficits in teacher practices and student performance.	Professional Learning, Academic Support Program	09/26/2017	05/31/2018	$0	Principal, CIA, Reading Specialist, Math Interventionist, Reading Interventionist, Literacy Technology Teacher.
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Honor's Assembly Award	Highland Avenue will host two honors' assemblies this year (one per semester). Classroom teachers will honor one student in his/her class that has displayed the most appropriate behaviors all semester. Students selected will be recognized during the honors' assemblies and will receive the PBIS Award and a trophy.	Behavioral Support Program	09/04/2017	05/31/2018	$500	PBIS Committee Members all Classroom Teachers
PBIS Quarterly Celebrations	Students who earn, at minimum, nine Eagle Bucks will be eligible to participate in the quarterly PBIS Celebration. PBIS Celebrations are held at the end of each grading period. There will be a total of four PBIS Celebrations. Teachers are expected to keep tally of students who earned Eagle Bucks weekly using the provided tally form. Tally forms must be submitted to the school's PBIS Coach at the end of each nine-week grading period.	Behavioral Support Program	09/05/2017	05/31/2018	$250	All PBIS Committee Members and all Classroom Teachers

| Eagle Bucks | Eagle Bucks are bonus cards students receive when they have displayed appropriate behaviors. All students will begin EACH WEEK with the opportunity to earn an Eagle Buck. A minimum of one Eagle Buck can be earned each week. Classroom teachers are required to keep tally of the students who earned Eagle Bucks for the week. Eagle Bucks can be redeemed at the PBIS Store for tangible incentives. | Behavioral Support Program | 09/05/2017 | 05/31/2018 | $1000 | ALL HAS Faculty and Staff

Courtney Giles, Principal Eddieca Robertson, CIA Jamie Merrill, Literacy Technology Teacher Angela Thornton-Jackson, Reading Intervention Teacher Shikeia Smith, Mathematics Intervention Teacher Arlene Adams, Counselor Tina Crawf |
| | | | | **Total** | $1750 | |

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder Feedback Diagnostic	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

According to the Stakeholder Feedback Diagnostic data results, all stakeholders felt the school was safe and secure.

In the section of Purpose and Direction (4.54) Staff members indicated "our school's purpose statement is clearly focused on student success."

In the section of Teaching and Assessment for Learning (4.54) Staff members indicated "teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."

In the section of "Resources and Support Systems (4.35), Students indicated "our school provides qualified staff members to support student learning.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

According to the Stakeholder Feedback Diagnostic data results, the trend is all stakeholders, i.e. parents, staff and students, feel that our purpose and direction are well-stated.

Standard 1: Teaching and Assessing for Learning for SY 2016-2017 (3.77) to SY 2017-2018 (4.06) there is an indication of increase.

Standard 5: Using Results for Continuous Improvement for SY 2016-2017 (3.69) to SY 2017-2018 (4.0) there is an indication of increase.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The results from staff at Highland Avenue Elementary shows an increase in satisfaction Standard 1: Purpose and Direction. The data also shows an increase in satisfaction for students in Standard 1.

The results of parents' feedback indicates that they were satisfied with the academic program their children were receiving. Data in this area ranged of 67 percent.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

In the Section of Purpose and Direction, (4.35), Our school's purpose statement is formally reviewed and revised with involvement from parents.

In the Section of Governance and Leadership, (4.2), Our school's governing body does not interfere with the operation or leadership of our school.

In the Section of Teaching and Assessing for Learning, (4.19), All of my child's teachers use a variety of teaching strategies and learning activities.

In the Section of Resources and Support Systems, (4.13), Our school provides an adequate supply of learning resources that are current and in good condition.

In the Section of Using Results for Continuous Improvement, (4.25), My child has administrators and teachers that monitor and inform me of his/her learning progress.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

In the Section of Resources and Support Systems,(4.13) Our school provides an adequate supply of learning resources that are current and in good condition.

What are the implications for these stakeholder perceptions?

It is apparent in all the survey data indicates staff members believe our school do not have high quality student support services (i.e. career planning, referrals, and counseling.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

According to the Stakeholder Feedback data, it is apparent in all the survey data indicates that our school does not provide opportunities for students to participate in activities that interest them.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics
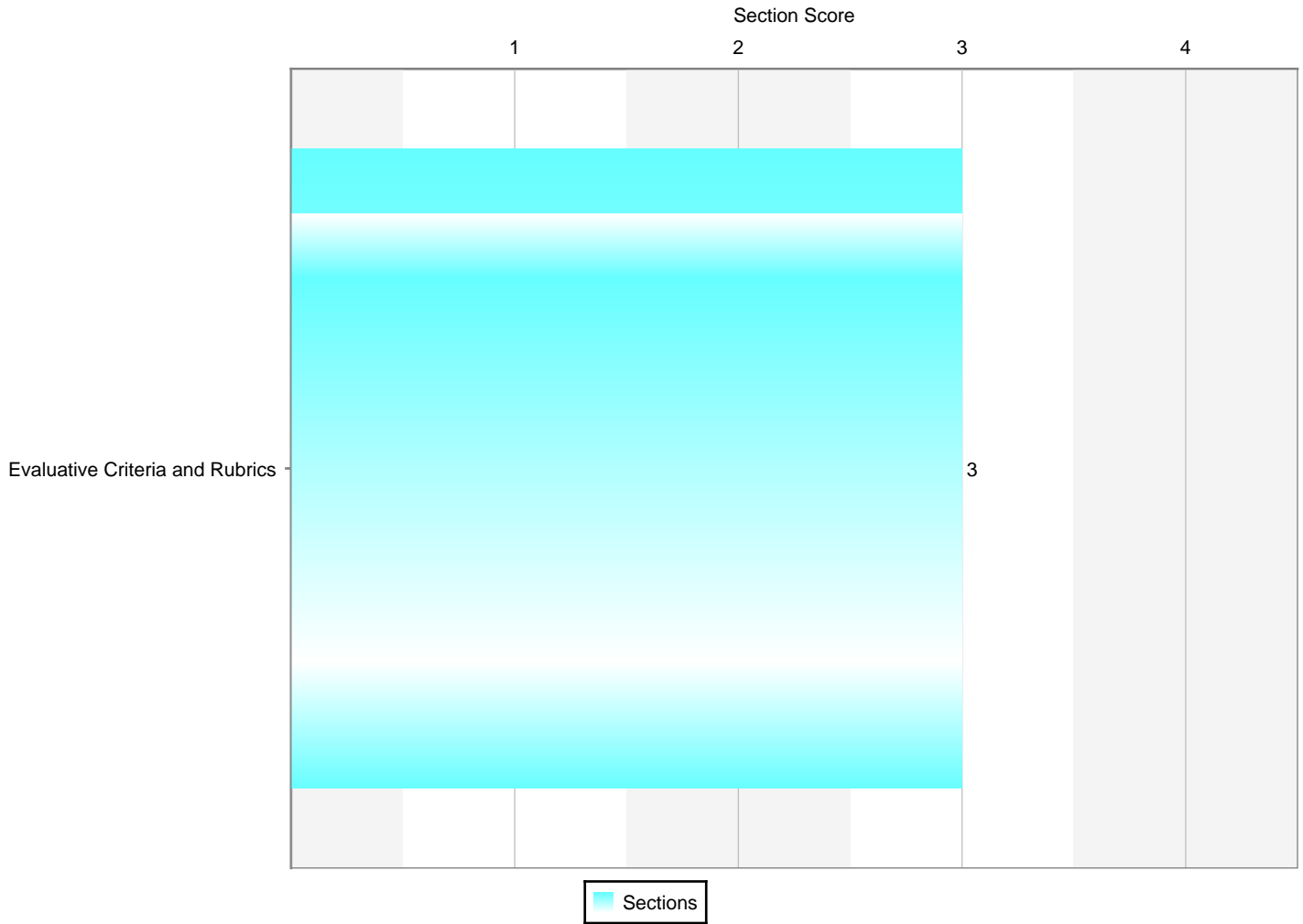
Sections

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by the entire school staff during institute week by way of looking at all data sources to determine the needs for this school year. The comprehensive needs assessment comprised of the team reviewing the following: ACT Aspire Data Spring 2016-17, DIBELS Next Data 2016-17, Performance Series Data 2016-17, theTitle I Preliminary Budget 2017-18, and Inventory of Equipment and Resources.

What were the results of the comprehensive needs assessment?

The results of the needs assessment revealed the following:
According to ACT Aspire data for the 2016-2017 SY Reading is the targeted needs area for 4th and 5th grade.
The percentage of students scoring "ReaBased on the Science ACT Aspire Assessment, our fifth grade data shows a negative trend in performance from the 2014-2015 SY to 2016-2017 school year. From 2015-2016 SY to 2016-2017 SY the percentage of students scoring "Ready" decreased
28%. dy" in 4th grade decreased 27% and 5th decreased by 13%.
DIBELS Next SPR 17 Data indicated that only 37% 2nd graders, 20% 1st graders, and 37% Kindergartners are performing at Core for instruction.

What conclusions were drawn from the results?

More targeted instruction is needed in the areas of Reading and Mathematics. Additional professional development is needed in the areas of standards-based instruction, additional support in intervention processes, and more appropriate usage of funds.
The ILT also concluded that teachers must provide more targeted Tier II intervention once solid, explicit, and systematic Tier I instruction has been provided. The team also determined that current common planning methods were not effective and timely.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Teachers are not using all appropriate resources for purposeful planning of lessons, professional development was not being carried over into practice, decrease in meaningful parental involvement, teachers not implemented suggested response to instruction strategies properly. The leadership team is not providing timely feedback to teachers following instructional rounds and walkthroughs.

How are the school goals connected to priority needs and the needs assessment?

The goals are developed from the needs assessment. There is an objective written to address each deficient subject area. The goals are

also developed using the concerns addressed during the pre-planning of the ACIP. The goals are aligned with the 30-60-90 day checkpoints to ensure implementation of strategies and activities

How do the goals portray a clear and detailed analysis of multiple types of data?

Formative assessment data (Performance Series, District Benchmark assessments, Teacher-developed achievement series tests) are used to inform practices that will align with the needs of the students when it is time for them to engage in summative assessment processes (ACT Aspire).

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

A detailed analysis of the demographics was considered to address the needs of the ELs, grade levels, and students with IEPs, to include all groups that may have barriers to success.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:
Ready for College and Career

Measurable Objective 1:
40% of All Students will increase student growth in grade level standards in Reading by 05/31/2018 as measured by the Spring 2018 PowerSchool Formative Assessment (Grades 2-5), Spring 2018 DIBELS Next Assessment (Grades K-1), and Spring 2018 Performance Series (Grades 2-5) .

Strategy1:
Implementation of the ELA Instructional Shifts - The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards and the necessary shifts they call for is essential to implementing the standards well.

1)
Regular practice with complex texts and their academic language

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

Because the standards are the roadmap for successful classrooms, and recognizing that teachers, school districts, and states need to decide on the journey to the destination, they intentionally do not include a required reading list. Instead, they include numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect during the year.

The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of

decisions about what and how to teach to states, districts, schools, and teachers.

2)

Reading, writing, and speaking grounded in evidence from texts, both literary and informational

The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text.

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing. The standards' focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice.

3)

Building knowledge through content-rich nonfiction

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.

Category: Develop/Implement College and Career Ready Standards
Research Cited: 2017 Common Core State Standards Initiative

Activity - Use Studies Weekly and Stemscope Science Text to Teach ELA Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Studies Weekly and Stemscope Science texts during ELA instruction to teach ELA standards. Studies Weekly provides complex text that is Social Studies content-based. Stemscope Science provides complex text that is Science content-based.	Direct Instruction	09/26/2017	05/31/2018	$0 - No Funding Required	Classroom Teachers

Activity - Use Bloom's Taxonomy, Close Reading, and Webb's DOK to ask text-dependent questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Close Reading Strategies, which consist of, thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft and meanings, to provide standards-based instruction. Teachers will use Bloom's Taxonomy to guide their instruction by way of three methods: 1. Lesson Planning- teachers will create activities they want students perform using Bloom's. Beginning with the knowledge level- where students learn basic information and are able to memorize and remember it. Next, teachers will employ problem-solving which is at the application level. The evaluation stage is where the teacher will employ activities where students resolve conflicts and develop opinions. 2. Direct Questioning-Teachers will use Bloom's Taxonomy to guide questioning, starting with knowledge-level questions and move to evaluation-level questions. 3. Assessments- Teachers will use Bloom's Taxonomy as a rubric to judge the assessments developed for students. Webb's DOK -•With Webb's DoK chart, not only can you figure out how to teach a subject more deeply and expect students to demonstrate complex understanding, but teachers can evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses. •Level One: Identify details in the text, specific facts that result in a "Right" answer. Tasks that require Level One thinking include words like memorize, state, and recognize. •Level Two: Show a relationship between an idea in the text and other events. "How" and "Why" are good questions to bump an activity into Level Two. Tasks that require Level Two thinking include words like compare, infer, and interpret. •Level Three: Analyze and draw conclusions about the text. Support conclusions with details. Use a voice that is appropriate to the purpose, task, and audience. Tasks that require Level Three thinking include words like hypothesize, differentiate, and investigate. •Level Four: Extend conclusions and analysis (which might be the result of Level three) to new situations. Use other sources to analyze and draw conclusions. Tasks that require Level Four thinking include words like connect, analyze, and prove.	Direct Instruction	09/26/2017	05/31/2018	$0 - No Funding Required	Classroom Teachers

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use routine cards aligned with concept vocabulary instructional processes to introduce and teach vocabulary words identified in complex text. The steps to use in this routine to teach concept vocabulary are as follows: 1. Introduce the word- (Build Background) relate the word to the concept. Supply a student-friendly definition. 2. Demonstrate- Provide several familiar examples to demonstrate meaning. 3. Apply-Have students demonstrate understanding with a simple activity. 4. Display the Word- Relate the word to the concept b displaying it on a concept web. Have students identify word parts and practice reading the word. 5. Use the Word Often- Encourage students to use the word often in their writing and speaking. Ask questions that require students to use the word.	Direct Instruction	09/26/2017	05/31/2018	$0 - No Funding Required	Classroom Teachers

Strategy2:

Implementation of Math Instructional Shifts -

1.)Greater focus on fewer topics

The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:

In grades K–2: Concepts, skills, and problem solving related to addition and subtraction

In grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions.

This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

2) Coherence: Linking topics and thinking across grades

Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. Each standard is not a new event, but an extension of previous learning.Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

3) Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.

Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 2017 Common Core State Standards Initiative

Activity - Bloom's Taxonomy and Webb's DOK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Bloom's Taxonomy to guide their instruction by way of three methods: 1. Lesson Planning- teachers will create activities they want students perform using Bloom's. Beginning with the knowledge level- where students learn basic information and are able to memorize and remember it. Next, teachers will employ problem-solving which is at the application level. The evaluation stage is where the teacher will employ activities where students resolve conflicts and develop opinions. 2. Direct Questioning-Teachers will use Bloom's Taxonomy to guide questioning, starting with knowledge-level questions and move to evaluation-level questions. 3. Assessments-Teachers will use Bloom's Taxonomy as a rubric to judge the assessments developed for students. Webb's DOK -•With Webb's DoK chart, not only can you figure out how to teach a subject more deeply and expect students to demonstrate complex understanding, but teachers can evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses. •Level One: Identify details in the text, specific facts that result in a "Right" answer. Tasks that require Level One thinking include words like memorize, state, and recognize. •Level Two: Show a relationship between an idea in the text and other events. "How" and "Why" are good questions to bump an activity into Level Two. Tasks that require Level Two thinking include words like compare, infer, and interpret. •Level Three: Analyze and draw conclusions about the text. Support conclusions with details. Use a voice that is appropriate to the purpose, task, and audience. Tasks that require Level Three thinking include words like hypothesize, differentiate, and investigate. •Level Four: Extend conclusions and analysis (which might be the result of Level three) to new situations. Use other sources to analyze and draw conclusions. Tasks that require Level Four thinking include words like connect, analyze, and prove	Direct Instruction	09/05/2017	05/31/2018	$0 - No Funding Required	All Classroom Teachers, Principal, CIA, Math Interventionist, Special Teachers

Goal 2:

A Highly Reliable Organization (HRO) and High Performance Organization (HPO)

Measurable Objective 1:

collaborate to increase opportunites for every education professional to be well-prepared, resource-supported, and effective in providing standards-based instruction by 05/31/2018 as measured by overall growth in student performance on the Spring 2018 Performance Series Assessment (2-5) and the Spring 2018 DIBELS Next Assessment (K-1).

Strategy1:

Implementation of Professional Development - In many ways professional learning and leadership support (Professional Development) is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. The evaluation of educator effectiveness based on student test scores and classroom observation, for example, has the potential to drive instructional improvement and promises to reveal important aspects of classroom performance and success.

Category: Develop/Implement Professional Learning and Support

Research Cited: © 2017 - Center for American Progress

Jenny DeMonte is the Associate Director for Education Research at the Center for American Progress

Activity - Instructional Coaches' Assignments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assigned Instructional Coaches will carry out the mission of ensuring that each teacher assigned to him/her has access to necessary support and resources needed to address targets for student growth, and ultimately, proficiency. Instructional Coaches are responsible for facilitating professional learning opportunities aimed ad addressing the deficits in teacher practices and student performance.	Academic Support Program Professional Learning	09/26/2017	05/31/2018	$0 - No Funding Required	Principal, CIA, Reading Specialist, Math Interventionist, Reading Interventionist, Literacy Technology Teacher.

Activity - Instructional Rounds/Informal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Rounds (informal and formal walkthroughs and classroom snapshots) will be conducted regularly to ensure implementation of standards-based instruction and practices as well as to support teacher learning/plans for support.	Policy and Process Professional Learning	09/26/2017	05/31/2018	$0 - No Funding Required	Principal, CIA, Reading Specialist, Reading Interventionist, Math Interventionist, Literacy Technology Teacher

Activity - Collaborative/Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in job-embedded professional dialogue and guidance during weekly common planning (3-4 days per week, minimal of 30 minutes per session) to design standards-based lessons and enhance current successful practices	Professional Learning	09/05/2017	05/31/2018	$0 - No Funding Required	Implementation will involved all school-level stakeholders. Principal, CIA, Reading Specialist, Math Interventionist, and Reading Interventionist will hold the responsibility of facilitating the sessions. Classroom teachers are expected to implement plans

Goal 3:

Support for the Whole Child

Measurable Objective 1:

collaborate to implement a school-wide, three-tiered approach to addressing the scholastic, emotional, social, physical, and needs of our students. by 05/31/2018 as measured by a 5% decrease in student suspensions per the Discipline Dashboard Report in comparison to the

2016-17 Discipline Report.

Strategy1:

Positive Behavior Intervention and Support through implementation of the school-wide Discipline Plan - Highland Avenue Elementary will exercise a three-tiered approach to address the behavioral and scholastic goals and needs of our students using a process known as Positive Behavioral Interventions and Support (PBIS). This model works within the framework of Response to Intervention (RtI). For the 2017-18 school year, HAS will be adopting a School-Wide Discipline Plan. It is our hope that with a streamlined discipline process that aligns with the MPS Code of Student Behavior and the RtI Framework, we will establish a positive teaching-learning climate and culture as well as a process for consistency in conduct grading that aligns with problem-solving strategies. It is our goal that students and parents will understand our behavioral expectations as they transition through the school year. Staff members will focus on teaching the expectations to students, explain and model the expectations, while recognizing students who exhibit positive behavior. The Highland Avenue Elementary School-Wide Discipline Plan fosters a learning environment that establishes a systematic school-wide structure that supports optimal teaching and learning for all students at all times.

This plan, in conjunction with the Montgomery Public Schools Code of Student Behavior, will govern the processes for addressing offenses and appropriate behaviors at Highland Avenue Elementary School.

Category: Develop/Implement Student and School Culture Program

Research Cited: © 2017 Positive Behavioral Interventions & Supports (PBIS)- U.S. Department of Education

Activity - PBIS Honor's Assembly Award	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highland Avenue will host two honors' assemblies this year (one per semester). Classroom teachers will honor one student in his/her class that has displayed the most appropriate behaviors all semester. Students selected will be recognized during the honors' assemblies and will receive the PBIS Award and a trophy.	Behavioral Support Program	09/04/2017	05/31/2018	$500 - Other	PBIS Committee Members all Classroom Teachers

Activity - PBIS Quarterly Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who earn, at minimum, nine Eagle Bucks will be eligible to participate in the quarterly PBIS Celebration. PBIS Celebrations are held at the end of each grading period. There will be a total of four PBIS Celebrations. Teachers are expected to keep tally of students who earned Eagle Bucks weekly using the provided tally form. Tally forms must be submitted to the school's PBIS Coach at the end of each nine-week grading period.	Behavioral Support Program	09/05/2017	05/31/2018	$250 - Other	All PBIS Committee Members and all Classroom Teachers

Activity - Eagle Bucks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eagle Bucks are bonus cards students receive when they have displayed appropriate behaviors. All students will begin EACH WEEK with the opportunity to earn an Eagle Buck. A minimum of one Eagle Buck can be earned each week. Classroom teachers are required to keep tally of the students who earned Eagle Bucks for the week. Eagle Bucks can be redeemed at the PBIS Store for tangible incentives.	Behavioral Support Program	09/05/2017	05/31/2018	$1000 - Other	ALL HAS Faculty and Staff Courtney Giles, Principal Eddieca Robertson, CIA Jamie Merrill, Literacy Technology Teacher Angela Thornton-Jackson, Reading Intervention Teacher Shikeia Smith, Mathematics Intervention Teacher Arlene Adams, Counselor Tina Crawf

Activity - Eagle of the Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit the name of one student each week that has displayed the most appropriate behaviors or who has shown the most improvement in appropriate behaviors. Names must be submitted to the counselor on Thursday. The counselor will recognize and announce each homeroom's Eagle of the Week over the PA every Friday and award the recipients with a certificate. Eagles of the Weeks names are displayed outside of their homeroom classroom for the entire week.	Behavioral Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	Counselor Arlene Adams All Classroom Teachers

Activity - First Class Behavior Cafe	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit the name of one student at the end of each nine week grading period that displayed the most appropriate behaviors all quarter. Students will be invited to have lunch with principal at the end of the nine week grading period. Students and principal will dine-in at the First Class Behavior Café (cafetorium stage) during their regularly scheduled lunch time. Recipients will be served a special dessert at the conclusion of their meal and will take a photo with the principal.	Behavioral Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	PBIS Committee Members and all Classroom Teachers

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A problem-solving model is a systematic approach that reviews student strengths and weaknesses, identifies evidence-based instructional interventions, frequently collects data to monitor student progress, and evaluates the effectiveness of interventions implemented with the student. Problem solving is a model that first solves student difficulties within general education classrooms. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting intervention strategies and collecting data is repeated with the help of a building-level or grade-level intervention assistance or problem-solving team.	Behavioral Support Program Policy and Process Academic Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	PST Members and Classroom Teachers. PST Members are CIA, Principal, Counselor, SPED Facilitator, Reading Interventionist, Math Interventionist, Reading Coach

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:
Ready for College and Career

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40% of All Students will increase student growth in grade level standards in Reading by 05/31/2018 as measured by the Spring 2018 PowerSchool Formative Assessment (Grades 2-5), Spring 2018 DIBELS Next Assessment (Grades K-1), and Spring 2018 Performance Series (Grades 2-5) .

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Teachers will use Close Reading Strategies, which consist of, thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft and meanings, to provide standards-based instruction. Teachers will use Bloom's Taxonomy to guide their instruction by way of three methods: 1. Lesson Planning- teachers will create activities they want students perform using Bloom's. Beginning with the knowledge level- where students learn basic information and are able to memorize and remember it. Next, teachers will employ problem-solving which is at the application level. The evaluation stage is where the teacher will employ activities where students resolve conflicts and develop opinions. 2. Direct Questioning-Teachers will use Bloom's Taxonomy to guide questioning, starting with knowledge-level questions and move to evaluation-level questions. 3. Assessments- Teachers will use Bloom's Taxonomy as a rubric to judge the assessments developed for students. Webb's DOK -•With Webb's DoK chart, not only can you figure out how to teach a subject more deeply and expect students to demonstrate complex understanding, but teachers can evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses. •Level One: Identify details in the text, specific facts that result in a "Right" answer. Tasks that require Level One thinking include words like memorize, state, and recognize. •Level Two: Show a relationship between an idea in the text and other events. "How" and "Why" are good questions to bump an activity into Level Two. Tasks that require Level Two thinking include words like compare, infer, and interpret. •Level Three: Analyze and draw conclusions about the text. Support conclusions with details. Use a voice that is appropriate to the purpose, task, and audience. Tasks that require Level Three thinking include words like hypothesize, differentiate, and investigate. •Level Four: Extend conclusions and analysis (which might be the result of Level three) to new situations. Use other sources to analyze and draw conclusions. Tasks that require Level Four thinking include words like connect, analyze, and prove.	Direct Instruction	09/26/2017	05/31/2018	$0 - No Funding Required	Classroom Teachers

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use routine cards aligned with concept vocabulary instructional processes to introduce and teach vocabulary words identified in complex text. The steps to use in this routine to teach concept vocabulary are as follows: 1. Introduce the word- (Build Background) relate the word to the concept. Supply a student-friendly definition. 2. Demonstrate- Provide several familiar examples to demonstrate meaning. 3. Apply-Have students demonstrate understanding with a simple activity. 4. Display the Word- Relate the word to the concept b displaying it on a concept web. Have students identify word parts and practice reading the word. 5. Use the Word Often- Encourage students to use the word often in their writing and speaking. Ask questions that require students to use the word.	Direct Instruction	09/26/2017	05/31/2018	$0 - No Funding Required	Classroom Teachers

Goal 2:

A Highly Reliable Organization (HRO) and High Performance Organization (HPO)

Measurable Objective 1:

collaborate to increase opportunites for every education professional to be well-prepared, resource-supported, and effective in providing standards-based instruction by 05/31/2018 as measured by overall growth in student performance on the Spring 2018 Performance Series Assessment (2-5) and the Spring 2018 DIBELS Next Assessment (K-1).

Strategy1:

Implementation of Professional Development - In many ways professional learning and leadership support (Professional Development) is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. The evaluation of educator effectiveness based on student test scores and classroom observation, for example, has the potential to drive instructional improvement and promises to reveal important aspects of classroom performance and success.

Category: Develop/Implement Professional Learning and Support

Research Cited: © 2017 - Center for American Progress

Jenny DeMonte is the Associate Director for Education Research at the Center for American Progress

Activity - Collaborative/Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in job-embedded professional dialogue and guidance during weekly common planning (3-4 days per week, minimal of 30 minutes per session) to design standards-based lessons and enhance current successful practices	Professional Learning	09/05/2017	05/31/2018	$0 - No Funding Required	Implementation will involved all school-level stakeholders. Principal, CIA, Reading Specialist, Math Interventionist, and Reading Interventionist will hold the responsibility of facilitating the sessions. Classroom teachers are expected to implement plans

Activity - Instructional Coaches' Assignments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assigned Instructional Coaches will carry out the mission of ensuring that each teacher assigned to him/her has access to necessary support and resources needed to address targets for student growth, and ultimately, proficiency. Instructional Coaches are responsible for facilitating professional learning opportunities aimed ad addressing the deficits in teacher practices and student performance.	Professional Learning Academic Support Program	09/26/2017	05/31/2018	$0 - No Funding Required	Principal, CIA, Reading Specialist, Math Interventionist, Reading Interventionist, Literacy Technology Teacher.

Activity - Instructional Rounds/Informal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Rounds (informal and formal walkthroughs and classroom snapshots) will be conducted regularyly to ensure implementation of standards-based instruction and practices as well as to support teacher learning/plans for support.	Policy and Process Professional Learning	09/26/2017	05/31/2018	$0 - No Funding Required	Principal, CIA, Reading Specialist, Reading Interventionist, Math Interventionist, Literacy Technology Teacher

Goal 3:

Support for the Whole Child

Measurable Objective 1:

collaborate to implement a school-wide, three-tiered approach to addressing the scholastic, emotional, social, physical, and needs of our students. by 05/31/2018 as measured by a 5% decrease in student suspensions per the Discipline Dashboard Report in comparison to the 2016-17 Discipline Report.

Strategy1:

Positive Behavior Intervention and Support through implementation of the school-wide Discipline Plan - Highland Avenue Elementary will exercise a three-tiered approach to address the behavioral and scholastic goals and needs of our students using a process known as Positive Behavioral Interventions and Support (PBIS). This model works within the framework of Response to Intervention (RtI). For the 2017-18 school year, HAS will be adopting a School-Wide Discipline Plan. It is our hope that with a streamlined discipline process that aligns with the MPS Code of Student Behavior and the RtI Framework, we will establish a positive teaching-learning climate and culture as well as a process for consistency in conduct grading that aligns with problem-solving strategies. It is our goal that students and parents will understand our behavioral expectations as they transition through the school year. Staff members will focus on teaching the expectations to students, explain and model the expectations, while recognizing students who exhibit positive behavior. The Highland Avenue Elementary School-Wide Discipline Plan fosters a learning environment that establishes a systematic school-wide structure that supports optimal teaching and learning for all students at all times.

This plan, in conjunction with the Montgomery Public Schools Code of Student Behavior, will govern the processes for addressing offenses and appropriate behaviors at Highland Avenue Elementary School.

Category: Develop/Implement Student and School Culture Program

Research Cited: © 2017 Positive Behavioral Interventions & Supports (PBIS)- U.S. Department of Education

Activity - First Class Behavior Cafe	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit the name of one student at the end of each nine week grading period that displayed the most appropriate behaviors all quarter. Students will be invited to have lunch with principal at the end of the nine week grading period. Students and principal will dine-in at the First Class Behavior Café (cafetorium stage) during their regularly scheduled lunch time. Recipients will be served a special dessert at the conclusion of their meal and will take a photo with the principal.	Behavioral Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	PBIS Committee Members and all Classroom Teachers

Activity - Eagle of the Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit the name of one student each week that has displayed the most appropriate behaviors or who has shown the most improvement in appropriate behaviors. Names must be submitted to the counselor on Thursday. The counselor will recognize and announce each homeroom's Eagle of the Week over the PA every Friday and award the recipients with a certificate. Eagles of the Weeks names are displayed outside of their homeroom classroom for the entire week.	Behavioral Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	Counselor Arlene Adams All Classroom Teachers

Activity - PBIS Quarterly Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who earn, at minimum, nine Eagle Bucks will be eligible to participate in the quarterly PBIS Celebration. PBIS Celebrations are held at the end of each grading period. There will be a total of four PBIS Celebrations. Teachers are expected to keep tally of students who earned Eagle Bucks weekly using the provided tally form. Tally forms must be submitted to the school's PBIS Coach at the end of each nine-week grading period.	Behavioral Support Program	09/05/2017	05/31/2018	$250 - Other	All PBIS Committee Members and all Classroom Teachers

Activity - Eagle Bucks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eagle Bucks are bonus cards students receive when they have displayed appropriate behaviors. All students will begin EACH WEEK with the opportunity to earn an Eagle Buck. A minimum of one Eagle Buck can be earned each week. Classroom teachers are required to keep tally of the students who earned Eagle Bucks for the week. Eagle Bucks can be redeemed at the PBIS Store for tangible incentives.	Behavioral Support Program	09/05/2017	05/31/2018	$1000 - Other	ALL HAS Faculty and Staff Courtney Giles, Principal Eddieca Robertson, CIA Jamie Merrill, Literacy Technology Teacher Angela Thornton-Jackson, Reading Intervention Teacher Shikeia Smith, Mathematics Intervention Teacher Arlene Adams, Counselor Tina Crawf

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A problem-solving model is a systematic approach that reviews student strengths and weaknesses, identifies evidence-based instructional interventions, frequently collects data to monitor student progress, and evaluates the effectiveness of interventions implemented with the student. Problem solving is a model that first solves student difficulties within general education classrooms. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting intervention strategies and collecting data is repeated with the help of a building-level or grade-level intervention assistance or problem-solving team.	Behavioral Support Program Policy and Process Academic Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	PST Members and Classroom Teachers. PST Members are CIA, Principal, Counselor, SPED Facilitator, Reading Interventionist, Math Interventionist, Reading Coach

Activity - PBIS Honor's Assembly Award	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highland Avenue will host two honors' assemblies this year (one per semester). Classroom teachers will honor one student in his/her class that has displayed the most appropriate behaviors all semester. Students selected will be recognized during the honors' assemblies and will receive the PBIS Award and a trophy.	Behavioral Support Program	09/04/2017	05/31/2018	$500 - Other	PBIS Committee Members all Classroom Teachers

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•**counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**

•**preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools**

•**implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)**

Goal 1:
Ready for College and Career

Measurable Objective 1:
40% of All Students will increase student growth in grade level standards in Reading by 05/31/2018 as measured by the Spring 2018 PowerSchool Formative Assessment (Grades 2-5), Spring 2018 DIBELS Next Assessment (Grades K-1), and Spring 2018 Performance

Series (Grades 2-5) .

Strategy1:
Implementation of the ELA Instructional Shifts - The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards and the necessary shifts they call for is essential to implementing the standards well.

1)
Regular practice with complex texts and their academic language

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

Because the standards are the roadmap for successful classrooms, and recognizing that teachers, school districts, and states need to decide on the journey to the destination, they intentionally do not include a required reading list. Instead, they include numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect during the year.

The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.

2)
Reading, writing, and speaking grounded in evidence from texts, both literary and informational

The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text.

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command

of sequence and detail that are essential for effective argumentative and informative writing. The standards' focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice.

3)
Building knowledge through content-rich nonfiction

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.

Category: Develop/Implement College and Career Ready Standards
Research Cited: 2017 Common Core State Standards Initiative

Activity - Use Bloom's Taxonomy, Close Reading, and Webb's DOK to ask text-dependent questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Close Reading Strategies, which consist of, thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft and meanings, to provide standards-based instruction. Teachers will use Bloom's Taxonomy to guide their instruction by way of three methods: 1. Lesson Planning- teachers will create activities they want students perform using Bloom's. Beginning with the knowledge level-where students learn basic information and are able to memorize and remember it. Next, teachers will employ problem-solving which is at the application level. The evaluation stage is where the teacher will employ activities where students resolve conflicts and develop opinions. 2. Direct Questioning-Teachers will use Bloom's Taxonomy to guide questioning, starting with knowledge-level questions and move to evaluation-level questions. 3. Assessments- Teachers will use Bloom's Taxonomy as a rubric to judge the assessments developed for students. Webb's DOK -•With Webb's DoK chart, not only can you figure out how to teach a subject more deeply and expect students to demonstrate complex understanding, but teachers can evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses. •Level One: Identify details in the text, specific facts that result in a "Right" answer. Tasks that require Level One thinking include words like memorize, state, and recognize. •Level Two: Show a relationship between an idea in the text and other events. "How" and "Why" are good questions to bump an activity into Level Two. Tasks that require Level Two thinking include words like compare, infer, and interpret. •Level Three: Analyze and draw conclusions about the text. Support conclusions with details. Use a voice that is appropriate to the purpose, task, and audience. Tasks that require Level Three thinking include words like hypothesize, differentiate, and investigate. •Level Four: Extend conclusions and analysis (which might be the result of Level three) to new situations. Use other sources to analyze and draw conclusions. Tasks that require Level Four thinking include words like connect, analyze, and prove.	Direct Instruction	09/26/2017	05/31/2018	$0 - No Funding Required	Classroom Teachers

Activity - Use Studies Weekly and Stemscope Science Text to Teach ELA Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Studies Weekly and Stemscope Science texts during ELA instruction to teach ELA standards. Studies Weekly provides complex text that is Social Studies content-based. Stemscope Science provides complex text that is Science content-based.	Direct Instruction	09/26/2017	05/31/2018	$0 - No Funding Required	Classroom Teachers

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use routine cards aligned with concept vocabulary instructional processes to introduce and teach vocabulary words identified in complex text. The steps to use in this routine to teach concept vocabulary are as follows: 1. Introduce the word- (Build Background) relate the word to the concept. Supply a student-friendly definition. 2. Demonstrate- Provide several familiar examples to demonstrate meaning. 3. Apply-Have students demonstrate understanding with a simple activity. 4. Display the Word- Relate the word to the concept b displaying it on a concept web. Have students identify word parts and practice reading the word. 5. Use the Word Often- Encourage students to use the word often in their writing and speaking. Ask questions that require students to use the word.	Direct Instruction	09/26/2017	05/31/2018	$0 - No Funding Required	Classroom Teachers

Strategy2:

Implementation of Math Instructional Shifts -

1.)Greater focus on fewer topics

The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:

In grades K–2: Concepts, skills, and problem solving related to addition and subtraction

In grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions.

This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

2) Coherence: Linking topics and thinking across grades

Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. Each standard is not a new event, but an extension of previous learning.Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

3) Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.

Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical

knowledge depends on students having a solid conceptual understanding and procedural fluency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 2017 Common Core State Standards Initiative

Activity - Bloom's Taxonomy and Webb's DOK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Bloom's Taxonomy to guide their instruction by way of three methods: 1. Lesson Planning- teachers will create activities they want students perform using Bloom's. Beginning with the knowledge level- where students learn basic information and are able to memorize and remember it. Next, teachers will employ problem-solving which is at the application level. The evaluation stage is where the teacher will employ activities where students resolve conflicts and develop opinions. 2. Direct Questioning-Teachers will use Bloom's Taxonomy to guide questioning, starting with knowledge-level questions and move to evaluation-level questions. 3. Assessments- Teachers will use Bloom's Taxonomy as a rubric to judge the assessments developed for students. Webb's DOK -•With Webb's DoK chart, not only can you figure out how to teach a subject more deeply and expect students to demonstrate complex understanding, but teachers can evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses. •Level One: Identify details in the text, specific facts that result in a "Right" answer. Tasks that require Level One thinking include words like memorize, state, and recognize. •Level Two: Show a relationship between an idea in the text and other events. "How" and "Why" are good questions to bump an activity into Level Two. Tasks that require Level Two thinking include words like compare, infer, and interpret. •Level Three: Analyze and draw conclusions about the text. Support conclusions with details. Use a voice that is appropriate to the purpose, task, and audience. Tasks that require Level Three thinking include words like hypothesize, differentiate, and investigate. •Level Four: Extend conclusions and analysis (which might be the result of Level three) to new situations. Use other sources to analyze and draw conclusions. Tasks that require Level Four thinking include words like connect, analyze, and prove	Direct Instruction	09/05/2017	05/31/2018	$0 - No Funding Required	All Classroom Teachers, Principal, CIA, Math Interventionist, Special Teachers

Goal 2:

A Highly Reliable Organization (HRO) and High Performance Organization (HPO)

Measurable Objective 1:

collaborate to increase opportunites for every education professional to be well-prepared, resource-supported, and effective in providing

standards-based instruction by 05/31/2018 as measured by overall growth in student performance on the Spring 2018 Performance Series

Assessment (2-5) and the Spring 2018 DIBELS Next Assessment (K-1).

Strategy1:

Implementation of Professional Development - In many ways professional learning and leadership support (Professional Development) is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. The evaluation of educator effectiveness based on student test scores and classroom observation, for example, has the potential to drive instructional improvement and promises to reveal important aspects of classroom performance and success.

Category: Develop/Implement Professional Learning and Support

Research Cited: © 2017 - Center for American Progress

Jenny DeMonte is the Associate Director for Education Research at the Center for American Progress

Activity - Instructional Rounds/Informal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Rounds (informal and formal walkthroughs and classroom snapshots) will be conducted regularly to ensure implementation of standards-based instruction and practices as well as to support teacher learning/plans for support.	Professional Learning Policy and Process	09/26/2017	05/31/2018	$0 - No Funding Required	Principal, CIA, Reading Specialist, Reading Interventionist, Math Interventionist, Literacy Technology Teacher

Activity - Collaborative/Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in job-embedded professional dialogue and guidance during weekly common planning (3-4 days per week, minimal of 30 minutes per session) to design standards-based lessons and enhance current successful practices	Professional Learning	09/05/2017	05/31/2018	$0 - No Funding Required	Implementation will involved all school-level stakeholders. Principal, CIA, Reading Specialist, Math Interventionist, and Reading Interventionist will hold the responsibility of facilitating the sessions. Classroom teachers are expected to implement plans

Activity - Instructional Coaches' Assignments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assigned Instructional Coaches will carry out the mission of ensuring that each teacher assigned to him/her has access to necessary support and resources needed to address targets for student growth, and ultimately, proficiency. Instructional Coaches are responsible for facilitating professional learning opportunities aimed ad addressing the deficits in teacher practices and student performance.	Professional Learning Academic Support Program	09/26/2017	05/31/2018	$0 - No Funding Required	Principal, CIA, Reading Specialist, Math Interventionist, Reading Interventionist, Literacy Technology Teacher.

Goal 3:

Support for the Whole Child

Measurable Objective 1:

collaborate to implement a school-wide, three-tiered approach to addressing the scholastic, emotional, social, physical, and needs of our students. by 05/31/2018 as measured by a 5% decrease in student suspensions per the Discipline Dashboard Report in comparison to the 2016-17 Discipline Report.

Strategy1:

Positive Behavior Intervention and Support through implementation of the school-wide Discipline Plan - Highland Avenue Elementary will exercise a three-tiered approach to address the behavioral and scholastic goals and needs of our students using a process known as Positive Behavioral Interventions and Support (PBIS). This model works within the framework of Response to Intervention (RtI). For the 2017-18 school year, HAS will be adopting a School-Wide Discipline Plan. It is our hope that with a streamlined discipline process that aligns with the MPS Code of Student Behavior and the RtI Framework, we will establish a positive teaching-learning climate and culture as well as a process for consistency in conduct grading that aligns with problem-solving strategies. It is our goal that students and parents will understand our behavioral expectations as they transition through the school year. Staff members will focus on teaching the expectations to students, explain and model the expectations, while recognizing students who exhibit positive behavior. The Highland Avenue Elementary School-Wide Discipline Plan fosters a learning environment that establishes a systematic school-wide structure that supports optimal teaching and learning for all students at all times.

This plan, in conjunction with the Montgomery Public Schools Code of Student Behavior, will govern the processes for addressing offenses and appropriate behaviors at Highland Avenue Elementary School.

Category: Develop/Implement Student and School Culture Program

Research Cited: © 2017 Positive Behavioral Interventions & Supports (PBIS)- U.S. Department of Education

Activity - First Class Behavior Cafe	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit the name of one student at the end of each nine week grading period that displayed the most appropriate behaviors all quarter. Students will be invited to have lunch with principal at the end of the nine week grading period. Students and principal will dine-in at the First Class Behavior Café (cafetorium stage) during their regularly scheduled lunch time. Recipients will be served a special dessert at the conclusion of their meal and will take a photo with the principal.	Behavioral Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	PBIS Committee Members and all Classroom Teachers

Activity - Eagle of the Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit the name of one student each week that has displayed the most appropriate behaviors or who has shown the most improvement in appropriate behaviors. Names must be submitted to the counselor on Thursday. The counselor will recognize and announce each homeroom's Eagle of the Week over the PA every Friday and award the recipients with a certificate. Eagles of the Weeks names are displayed outside of their homeroom classroom for the entire week.	Behavioral Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	Counselor Arlene Adams All Classroom Teachers

Activity - Eagle Bucks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eagle Bucks are bonus cards students receive when they have displayed appropriate behaviors. All students will begin EACH WEEK with the opportunity to earn an Eagle Buck. A minimum of one Eagle Buck can be earned each week. Classroom teachers are required to keep tally of the students who earned Eagle Bucks for the week. Eagle Bucks can be redeemed at the PBIS Store for tangible incentives.	Behavioral Support Program	09/05/2017	05/31/2018	$1000 - Other	ALL HAS Faculty and Staff Courtney Giles, Principal Eddieca Robertson, CIA Jamie Merrill, Literacy Technology Teacher Angela Thornton-Jackson, Reading Intervention Teacher Shikeia Smith, Mathematics Intervention Teacher Arlene Adams, Counselor Tina Crawf

Activity - PBIS Quarterly Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who earn, at minimum, nine Eagle Bucks will be eligible to participate in the quarterly PBIS Celebration. PBIS Celebrations are held at the end of each grading period. There will be a total of four PBIS Celebrations. Teachers are expected to keep tally of students who earned Eagle Bucks weekly using the provided tally form. Tally forms must be submitted to the school's PBIS Coach at the end of each nine-week grading period.	Behavioral Support Program	09/05/2017	05/31/2018	$250 - Other	All PBIS Committee Members and all Classroom Teachers

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A problem-solving model is a systematic approach that reviews student strengths and weaknesses, identifies evidence-based instructional interventions, frequently collects data to monitor student progress, and evaluates the effectiveness of interventions implemented with the student. Problem solving is a model that first solves student difficulties within general education classrooms. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting intervention strategies and collecting data is repeated with the help of a building-level or grade-level intervention assistance or problem-solving team.	Policy and Process Academic Support Program Behavioral Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	PST Members and Classroom Teachers. PST Members are CIA, Principal, Counselor, SPED Facilitator, Reading Interventionist, Math Interventionist, Reading Coach

Activity - PBIS Honor's Assembly Award	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highland Avenue will host two honors' assemblies this year (one per semester). Classroom teachers will honor one student in his/her class that has displayed the most appropriate behaviors all semester. Students selected will be recognized during the honors' assemblies and will receive the PBIS Award and a trophy.	Behavioral Support Program	09/04/2017	05/31/2018	$500 - Other	PBIS Committee Members all Classroom Teachers

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:
Ready for College and Career

Measurable Objective 1:
40% of All Students will increase student growth in grade level standards in Reading by 05/31/2018 as measured by the Spring 2018 PowerSchool Formative Assessment (Grades 2-5), Spring 2018 DIBELS Next Assessment (Grades K-1), and Spring 2018 Performance Series (Grades 2-5) .

Strategy1:
Implementation of Math Instructional Shifts -
1.)Greater focus on fewer topics
The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:
In grades K–2: Concepts, skills, and problem solving related to addition and subtraction
In grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions.
This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

2) Coherence: Linking topics and thinking across grades
Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. Each standard is not a new event, but an extension of previous learning.Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

3) Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity
Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.
Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.
Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.
Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 2017 Common Core State Standards Initiative

Activity - Bloom's Taxonomy and Webb's DOK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Bloom's Taxonomy to guide their instruction by way of three methods: 1. Lesson Planning- teachers will create activities they want students perform using Bloom's. Beginning with the knowledge level- where students learn basic information and are able to memorize and remember it. Next, teachers will employ problem-solving which is at the application level. The evaluation stage is where the teacher will employ activities where students resolve conflicts and develop opinions. 2. Direct Questioning-Teachers will use Bloom's Taxonomy to guide questioning, starting with knowledge-level questions and move to evaluation-level questions. 3. Assessments- Teachers will use Bloom's Taxonomy as a rubric to judge the assessments developed for students. Webb's DOK -•With Webb's DoK chart, not only can you figure out how to teach a subject more deeply and expect students to demonstrate complex understanding, but teachers can evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses. •Level One: Identify details in the text, specific facts that result in a "Right" answer. Tasks that require Level One thinking include words like memorize, state, and recognize. •Level Two: Show a relationship between an idea in the text and other events. "How" and "Why" are good questions to bump an activity into Level Two. Tasks that require Level Two thinking include words like compare, infer, and interpret. •Level Three: Analyze and draw conclusions about the text. Support conclusions with details. Use a voice that is appropriate to the purpose, task, and audience. Tasks that require Level Three thinking include words like hypothesize, differentiate, and investigate. •Level Four: Extend conclusions and analysis (which might be the result of Level three) to new situations. Use other sources to analyze and draw conclusions. Tasks that require Level Four thinking include words like connect, analyze, and prove	Direct Instruction	09/05/2017	05/31/2018	$0 - No Funding Required	All Classroom Teachers, Principal, CIA, Math Interventionist, Special Teachers

Strategy2:

Implementation of the ELA Instructional Shifts - The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards and the necessary shifts they call for is essential to implementing the standards well.

1)

Regular practice with complex texts and their academic language

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also

outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

Because the standards are the roadmap for successful classrooms, and recognizing that teachers, school districts, and states need to decide on the journey to the destination, they intentionally do not include a required reading list. Instead, they include numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect during the year.

The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.

2)
Reading, writing, and speaking grounded in evidence from texts, both literary and informational

The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text.

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing. The standards' focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice.

3)
Building knowledge through content-rich nonfiction

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 2017 Common Core State Standards Initiative

Activity - Use Studies Weekly and Stemscope Science Text to Teach ELA Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Studies Weekly and Stemscope Science texts during ELA instruction to teach ELA standards. Studies Weekly provides complex text that is Social Studies content-based. Stemscope Science provides complex text that is Science content-based.	Direct Instruction	09/26/2017	05/31/2018	$0 - No Funding Required	Classroom Teachers

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use routine cards aligned with concept vocabulary instructional processes to introduce and teach vocabulary words identified in complex text. The steps to use in this routine to teach concept vocabulary are as follows: 1. Introduce the word- (Build Background) relate the word to the concept. Supply a student-friendly definition. 2. Demonstrate- Provide several familiar examples to demonstrate meaning. 3. Apply-Have students demonstrate understanding with a simple activity. 4. Display the Word- Relate the word to the concept b displaying it on a concept web. Have students identify word parts and practice reading the word. 5. Use the Word Often- Encourage students to use the word often in their writing and speaking. Ask questions that require students to use the word.	Direct Instruction	09/26/2017	05/31/2018	$0 - No Funding Required	Classroom Teachers

Activity - Use Bloom's Taxonomy, Close Reading, and Webb's DOK to ask text-dependent questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Close Reading Strategies, which consist of, thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft and meanings, to provide standards-based instruction. Teachers will use Bloom's Taxonomy to guide their instruction by way of three methods: 1. Lesson Planning- teachers will create activities they want students perform using Bloom's. Beginning with the knowledge level- where students learn basic information and are able to memorize and remember it. Next, teachers will employ problem-solving which is at the application level. The evaluation stage is where the teacher will employ activities where students resolve conflicts and develop opinions. 2. Direct Questioning-Teachers will use Bloom's Taxonomy to guide questioning, starting with knowledge-level questions and move to evaluation-level questions. 3. Assessments- Teachers will use Bloom's Taxonomy as a rubric to judge the assessments developed for students. Webb's DOK -•With Webb's DoK chart, not only can you figure out how to teach a subject more deeply and expect students to demonstrate complex understanding, but teachers can evaluate where students are in the four-step process starting at the rote application of knowledge to its synthesization from various sources that is then transferred to other uses. •Level One: Identify details in the text, specific facts that result in a "Right" answer. Tasks that require Level One thinking include words like memorize, state, and recognize. •Level Two: Show a relationship between an idea in the text and other events. "How" and "Why" are good questions to bump an activity into Level Two. Tasks that require Level Two thinking include words like compare, infer, and interpret. •Level Three: Analyze and draw conclusions about the text. Support conclusions with details. Use a voice that is appropriate to the purpose, task, and audience. Tasks that require Level Three thinking include words like hypothesize, differentiate, and investigate. •Level Four: Extend conclusions and analysis (which might be the result of Level three) to new situations. Use other sources to analyze and draw conclusions. Tasks that require Level Four thinking include words like connect, analyze, and prove.	Direct Instruction	09/26/2017	05/31/2018	$0 - No Funding Required	Classroom Teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Highland Avenue has planned to semester Teacher-Student-Parent Conferences in which all academic achievement results are discussed and reports are provided to parents. Parents of English Learners receive reports in their home language if necessary. TransAct is used to assist in correctly translating documents and communicating with parents of ELs. Highland Avenue has allotted in the budget for an ESL

Instructional Aide. This individual will assist teachers in providing ELs with accommodations and serve as an liaison between the school and the EL home.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All instructional paraprofessionals have met the requirements. Attestation has been verified and signed.	

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	100% of teacher staff is highly qualified	

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

The hiring process for teachers and paraprofessionals align with Seachsoft ensures that all prospects' credentials are readily available. Teachers and paraprofessionals are stream-lined with an interview process that covers aspects of classroom management, familiarity with state academic standards, work ethics, background and experience, teacher-student rapport, collaboration amongst adults and stakeholders, and commitment.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

For the 2017-2018 school year, four additional teacher units were added.

Kindergarten- one new teacher, three returning (4)

1st Grade- all returning teachers (5)

2nd grade- two returning, two transfers (4)

3rd grade- two returning, one new (3)

4th grade- two returning, two new (4)

5th grade- two transfers (2)

New counselor

What is the experience level of key teaching and learning personnel?

The experience level of key teaching and learning personnel in the building includes advanced degrees and over 10 years of teaching experience.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Highland Avenue did not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

A strategic data analysis of the following sources:(DIBELS Next, Performance Series, ACT Aspire, report cards, and quarterly assessments) is used to determine commonality in deficits and interferences to proficiency. Deficits and interferences are then aligned to the commonality in ineffective teacher instructional practices that are being exercised. Based on the findings, the leadership team convenes to discuss process for turnaround of professional development on research-based initiatives/teaching strategies that can address the deficits.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Training for the following:
Strategic Teaching
Common Planning
Webb's DOK
Bloom's Taxonomy
PowerSchool
ANet
DIBELS Next

Off-Campus PD Opportunities:
Gulf Coast Writing Conference
MEGA Conference

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

Each grade level has an assigned instructional coach, who provides substantial support in ensuring that all requirements per the teaching and learning model are implemented. New or inexperienced teachers are provided support via the Professional Services Center Mentoring Program. Selected veteran teachers support new and/or inexperienced teachers via the program provided by the PSC.

Describe how all professional development is "sustained and ongoing."

Professional development activities are provided based on needs and district mandates. Follow-up and support is provided to ensure turnaround exemplifies expected implementation. Professional development is documented and put in STIPD or CEUs and continuous learning. Professional development opportunities are planned in advance by the district, school leadership team with teachers' needs and student data at the forefront of the decisions regarding the specific training/learning.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:
Support for the Whole Child

Measurable Objective 1:
collaborate to implement a school-wide, three-tiered approach to addressing the scholastic, emotional, social, physical, and needs of our students. by 05/31/2018 as measured by a 5% decrease in student suspensions per the Discipline Dashboard Report in comparison to the 2016-17 Discipline Report.

Strategy1:
Positive Behavior Intervention and Support through implementation of the school-wide Discipline Plan - Highland Avenue Elementary will exercise a three-tiered approach to address the behavioral and scholastic goals and needs of our students using a process known as Positive Behavioral Interventions and Support (PBIS). This model works within the framework of Response to Intervention (RtI). For the 2017-18 school year, HAS will be adopting a School-Wide Discipline Plan. It is our hope that with a streamlined discipline process that aligns with the MPS Code of Student Behavior and the RtI Framework, we will establish a positive teaching-learning climate and culture as well as a process for consistency in conduct grading that aligns with problem-solving strategies. It is our goal that students and parents will understand our behavioral expectations as they transition through the school year. Staff members will focus on teaching the expectations to students, explain and model the expectations, while recognizing students who exhibit positive behavior. The Highland Avenue Elementary School-Wide Discipline Plan fosters a learning environment that establishes a systematic school-wide structure that supports optimal teaching and learning for all students at all times.
This plan, in conjunction with the Montgomery Public Schools Code of Student Behavior, will govern the processes for addressing offenses and appropriate behaviors at Highland Avenue Elementary School.

Category: Develop/Implement Student and School Culture Program
Research Cited: © 2017 Positive Behavioral Interventions & Supports (PBIS)- U.S. Department of Education

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A problem-solving model is a systematic approach that reviews student strengths and weaknesses, identifies evidence-based instructional interventions, frequently collects data to monitor student progress, and evaluates the effectiveness of interventions implemented with the student. Problem solving is a model that first solves student difficulties within general education classrooms. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting intervention strategies and collecting data is repeated with the help of a building-level or grade-level intervention assistance or problem-solving team.	Policy and Process Behavioral Support Program Academic Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	PST Members and Classroom Teachers. PST Members are CIA, Principal, Counselor, SPED Facilitator, Reading Interventionist, Math Interventionist, Reading Coach

Activity - Eagle Bucks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eagle Bucks are bonus cards students receive when they have displayed appropriate behaviors. All students will begin EACH WEEK with the opportunity to earn an Eagle Buck. A minimum of one Eagle Buck can be earned each week. Classroom teachers are required to keep tally of the students who earned Eagle Bucks for the week. Eagle Bucks can be redeemed at the PBIS Store for tangible incentives.	Behavioral Support Program	09/05/2017	05/31/2018	$1000 - Other	ALL HAS Faculty and Staff Courtney Giles, Principal Eddieca Robertson, CIA Jamie Merrill, Literacy Technology Teacher Angela Thornton-Jackson, Reading Intervention Teacher Shikeia Smith, Mathematics Intervention Teacher Arlene Adams, Counselor Tina Crawf

Activity - First Class Behavior Cafe	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit the name of one student at the end of each nine week grading period that displayed the most appropriate behaviors all quarter. Students will be invited to have lunch with principal at the end of the nine week grading period. Students and principal will dine-in at the First Class Behavior Café (cafetorium stage) during their regularly scheduled lunch time. Recipients will be served a special dessert at the conclusion of their meal and will take a photo with the principal.	Behavioral Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	PBIS Committee Members and all Classroom Teachers

Activity - Eagle of the Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit the name of one student each week that has displayed the most appropriate behaviors or who has shown the most improvement in appropriate behaviors. Names must be submitted to the counselor on Thursday. The counselor will recognize and announce each homeroom's Eagle of the Week over the PA every Friday and award the recipients with a certificate. Eagles of the Weeks names are displayed outside of their homeroom classroom for the entire week.	Behavioral Support Program	09/05/2017	05/31/2018	$0 - No Funding Required	Counselor Arlene Adams All Classroom Teachers

Activity - PBIS Honor's Assembly Award	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highland Avenue will host two honors' assemblies this year (one per semester). Classroom teachers will honor one student in his/her class that has displayed the most appropriate behaviors all semester. Students selected will be recognized during the honors' assemblies and will receive the PBIS Award and a trophy.	Behavioral Support Program	09/04/2017	05/31/2018	$500 - Other	PBIS Committee Members all Classroom Teachers

Activity - PBIS Quarterly Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who earn, at minimum, nine Eagle Bucks will be eligible to participate in the quarterly PBIS Celebration. PBIS Celebrations are held at the end of each grading period. There will be a total of four PBIS Celebrations. Teachers are expected to keep tally of students who earned Eagle Bucks weekly using the provided tally form. Tally forms must be submitted to the school's PBIS Coach at the end of each nine-week grading period.	Behavioral Support Program	09/05/2017	05/31/2018	$250 - Other	All PBIS Committee Members and all Classroom Teachers

Narrative:

Several parent meetings are held to best prepare students and parents for the expected educational experience. Open House and Back to School Night is held during the fall to orient parents and students to the processes of school. Also, Kindergarten Open House (district mandated) is held in the Spring to orient parents and rising Kindergartners to the processes of school.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Teachers participate in weekly common planning and monthly grade level data meetings to ensure purposeful planning takes place to address the academic needs of the students. The leadership team also guides teachers in the monitoring process of student progress, students needs, and evaluate effective teaching strategies. Teachers also provide Tier I and II instruction to students as needed. Teachers are guided in data analysis process to provide instruction as needed.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The leadership team creates aggregate data reports by class to identify students in need of intervention and provides theses instructional processes accordingly. Teachers and specialists use data from Aspire, DIBELS Next, progress reports, report cards, Quarterly Assessments, and Go math tests to determine students in need of intervention. The CIA is responsible for initially reviewing the data to determine students that should come before the Problem Solving Team. The PST convenes to determine the specific interferences to success and identify strategic interventions (accommodations) to put in place and monitor accordingly.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

HAS exercises the use of the RTI process to provide timely interventions to students.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Highland Avenue has been identified as a school in Innovation One Network. All Innovative schools are provided with extended day protocol for students who are in need of additional instructional support in reading. Students in grades 3-5 are extended the opportunity to participate in the after school program. Students who scored "In Need of Support" and "Close" on the ACT Aspire 2017 assessment and/or "Strategic" or "Intensive" on the DIBELS Next Spr 2017 Assessment were invited to participate in the program. Instructional processes for the afterschool program are an extension of the standards taught during the school day as well as whole/small group instruction and writing is implemented to carry out such instructional practices.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Additional support for ELs, Special Education, Neglect/Delinquent, Migrant, Economically Disadvantaged, and Homeless students is provided by avenue of following human resources and external providers i.e. part-time ESL teacher, two collaborative teachers, two academic teachers, full-time parent liaison, and curriculum instructional assistant. They offer push-in, pull-out, co-teaching, small group intervention, home visits, and any other interventions necessary to assist the students in increasing academic achievement.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including

foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

DIBELS Next- a program used as an indicator for early literacy development to drive instructional decisions for reading and literacy intervention

Compass Learning (Edgenuity)- a CB, standards-aligned program used to provide tiered instruction to students based on readiness and teacher assignments.

PowerSchool

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

N/A

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

Highland Avenue evaluates the implementation of school-wide programs via usage of qualitative data from stakeholders' surveys, focus groups, data reports, interviews, and central office personnel.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Highland Avenue actively uses the CIP to record notations from monthly checkpoints, walkthroughs, data reports, collaborative planning sessions, then the leadership teams evaluates the pans as they relate to the improvement of the academic and cultural needs of the school. Adjustments are made accordingly.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

A comparison of beginning of year data, mid year data, and end of year data assists the Highland Ave. team in determining success and student growth.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Established common planning sessions, monthly grade level meeting, walkthroughs, and Teacher Effectiveness are in place to revise the plan as needed to best help students increase achievement.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	29.68

Provide the number of classroom teachers.

22.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1809257.15

Total   1,809,257.15

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	72123.0

Total   72,123.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total 0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.5

Provide the number of Counselors.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	24337.74

Total   24,337.74

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	48673.74

Total 48,673.74

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6345.3

Total   6,345.30

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	0.0

Total   0.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	12510.41

Total   12,510.41

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	913.2

Total 913.20

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	212010.9

Provide a brief explanation and breakdown of expenses.

Personnel 129,814

Professional Development 14, 093

Parental Involvement 3660.90

Instructional Materials 8,899

Audio/Visual Equipment 15,000

Student Instructional Expenditure 500

Equipment Maintenance 6,500

Extended Day 2699

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	12580.19

Provide a brief explanation and breakdown of expenses.

General 2810.97

Classes 520.18

Library 124.72

library 40.41

T/D Disc 7507.60

Accommodations 1576.31

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

During the first month of school, Highland Avenue held its annual Open House. At that time, parents will be informed about Parent Involvement Month (October) and the annual meeting of Title I Parents. The Annual Meeting of Title I Parents will be posted on the school's marquee as well as in the monthly newsletter. Students will be provided with a notification to take home that will provide the parent with the information concerning attendance and purpose of the Title I Parent Meeting. The BLT (Building Leadership Team) will facilitate the presentation for the annual parent meeting. Topics of discussion will include the following: Requirements of the NCLB Act 2001, 1% Set-Aside for Parental Involvement, the LEA Title I plan, LEA Parental Involvement Plan, the Continuous Improvement Plan (ACIP), the School-Parent Compact, Right-to-Know, School Status, SY 2016-17 assessment data (Aspire, Writing, Scantron Performance and WIDA ACCESS), volunteer opportunities, school-wide operations, and events for Parent Involvement Month.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

To meet the availability needs of all the school parents, meetings are scheduled after workday hours as well as during the school day. All meetings' dates and times will be posted on the school marquee, printed in the School Monthly newsletter, in addition to, the parents being provided with a notification about the meetings before the anticipated date for the meetings via phone call, robo call-out, and/ or flyer. During each meeting, parents will be provided with an opportunity to share their needs as it relates to school-improvement. They will be provided with a survey that gives them the opportunity to discreetly express their needs or concerns. Member of the Parental Advisory Committee will also be in attendance at the Building Leadership Team(BLT) /Instructional Leadership Team (ILT)meetings when the ACIP is reviewed. Parents will be consistently informed about how the allocated funds for parent involvement are being used during the parent meetings as well as during the review of ACIP.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

In September 2017, Highland Avenue Elementary will hold its annual Back to School Night where information is shared with parents about its Title I programs, curriculum, and academic progress made. This information is also shared during the Annual Parent Meeting. Parents are provided through grade level/classroom and school-wide newsletters information about the following: subjects taught, varied classroom activities, class schedules, discipline plans, etc. The parents are provided with a copy of the HAS Handbook and the MPS Code of Student Behavior handbook. Events involving students and parents are consistently communicated through the aforementioned methods. In the

event that any EL parents are in attendance to meetings or need assistance at the school, a certified interpreter is available. Parents are invited and encouraged to visit their child(ren)'s classrooms(s) after meetings that are held past the instructional day. Information relating to academic assessments and achievement expectations are communicated during meetings as well as during conferences with teachers.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

areas regarding student academic achievement. The instructional leaders and teachers will continue to work diligently to assist parents in understanding how students can improve their skills, get assistance when needed, and overall, meet class, school-wide, district, state, and federal expectations. During the first month of the 2017-18 SY, the parent advisory committee (consisting of at least one parent from each grade level, the parent liaison, curriculum instructional assistant, counselor, and principal) will collaborated to develop the school-parent compact. This meeting is formal providing the following (agenda, sign-in, notes, copy of compact). Parents and students are encouraged to read and sign the compacts as well as the compacts are reviewed and referred to during parent/teacher/administration conferences. All classroom teachers are responsible for maintaining School-Parent Compacts on file in their classrooms.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

During the Annual Meeting of Title I Parents, the ACIP for the current SY is reviewed. Parents will receive copies of identified sections of the ACIP once the plan has been approved by the LEA. A survey will be issued at the conclusion of the meeting to address any concerns or dissatisfactions of the ACIP.
Also, parents are encouraged to participate in the ADvancED survey at the beginning and end of the year.
Highland Avenue also allows for parents to leave comments about their experiences and visits at Highland Avenue via the " Your Opinion Counts Survey" located in the front office.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The HAS Leadership Team continuously meets to ensure that all parent materials and trainings align with the identified school-wide goals. HAS works through its Parent Involvement Committee to ensure that parents are always aware of activities taking place within the school, in addition to academic test dates, and other involvement opportunities. Throughout the year, parent workshops will be held on topics that address identified school goals. These workshops are organized by the parent liaison.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Highland Avenue School will provide its teachers, by avenues of in-services, faculty and grade level meetings, an understanding of the importance of parental involvement and the partnership that it yields. The Instructional Team of the school will work with teachers to ensure that grade-level meetings include a parent involvement focus. The principal will set expectations high and lead by example for the teachers, to work closely with the Parent Involvement Committee in planning parental involvement activities as well as providing materials that best meet the objectives and goals of the ACIP. The leadership team engages and educates teachers, office staff, and other school-based personnel during institute week regarding proper processes for assistance parents. The leadership team devised a plan to include a continuum of monthly meetings to engage parents and the Highland Park Community. This series of meetings accommodates the suggested topics of interest expressed by parents and the LEA. The meetings will be held at various venues throughout the Highland Park Community. These topics are aligned with important communiques and culturally-related events. The staff at large is also supported by the leadership team in providing multiple workshops and meetings geared toward increasing parental awareness of grade-level standards, local and community tutorial programs, and intervention programs that address behavioral and academic issues.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

HAS coordinates its parent involvement program to meet the needs of all parents. HAS currently has a growing EL population. The school is continuously working with the community agencies to address the needs of this population. In addition, we are currently in the process of incorporating more parental involvement activities during the school day that correlate with the school-home connection model.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

The school will ensure provisions for parents with limited English proficiency by having immediate access to at least one certified/classified MPS employee who is proficient in speaking/interpreting other languages. Communication for parents with disabilities will be modified based on the individual needs of our parents. The school's SEF (Special Education Facilitator) and Guidance Counselor are also available to provide the leadership team with information to better meet the needs of our parents and students with disabilities and migratory statuses.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

HAS will make every effort to work with parents to ensure their requests (as they relate to student achievement and parental involvement) are met. Parent workshops are held quarterly to address the needs identified in the parent surveys.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

The school will ensure provisions for parents with limited English proficiency by having immediate access to at least one certified/classified MPS employee who is proficient in speaking/interpreting other languages. Communication for parents with disabilities will be modified based on the individual needs of our parents. The school's SEF (Special Education Facilitator) and Guidance Counselor are also available to provide the leadership team with information to better meet the needs of our parents and students with disabilities and migratory statuses.