



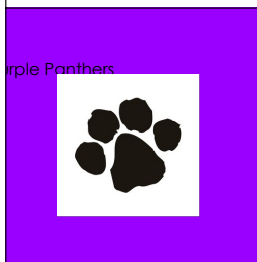
Montgomery County
Public Schools

Every student will graduate career and college ready and
become a productive, responsible citizen

2017-2018

Harding Avenue Elementary	Contact Information:	Phone: (540) 951-5732 Fax: (540) 951-5729
	Address:	429 Harding Avenue Elementary

The mission of Harding Avenue Elementary School is to provide a safe, stimulating environment in which each student is actively engaged in the learning process to achieve his/her intellectual potential. The school will work collaboratively with parents and community to ensure all students develop the skills to become productive global citizens with a lasting enthusiasm for learning.



Harding Avenue Elementary (HAE) is located in the center of downtown Blacksburg, VA. HAE has the advantage of being in close proximity of many walking field trip opportunities. The building is an open school in which few interior walls exist which allows staff and students to know each other well and collaborate with ease. HAE serves a diverse population of students in grades K-5. The students and staff benefit from the support of many: Virginia Tech, Radford University, multiple sorority partnerships, VT Literacy Corp., PTA, and other parent/community volunteers. Each grade level participates in annual curriculum based enrichment activities which add to the excitement of the regular school day. Harding also offers a variety of after school programs, including: Computer, French, Running, Knitting and Crocheting, German, Chess, Lego Robotics, and Math. HAE offers a before and after school enrichment program, The Link, for an additional fee.

Harding Avenue is an exceptional community school. "WHERE EACH CHILD MATTERS!"

School opened in:	1973	Ethnicity	
Current Student Enrollment:	350	American Indian/Alaskan:	0 %
Gifted:	6%	Asian/Pacific Islander:	12%
Special Education:	4.50%	Black:	2.00%
ESL:	8%	Hispanic:	3.00%
Free/Reduced Lunch:	20%	White:	77%
Percent Attendance for '16-'17	96%	Unspecified:	0%
Current Accreditation Status: Fully Accredited			

**Elementary School
STUDENT PERFORMANCE MEASURES**

SOL Scores

SOLS	Year	Year	Year
	2014-15	2015-16	2016-17
Third Grade			
English	96%	86%	87%
Math	89%	84%	83%
Fourth Grade			
English	86%	89%	80%
Math	87%	94%	82%
History/Social Science	90%	89%	89%
Fifth Grade			
English	97%	88%	93%
Math	97%	91%	93%
Science	92%	91%	89%

PALS
(No. of Students Below Benchmark)

Grade	Year				Year				Year			
	2014-15				2015-16				2016-17			
	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	3	5	3	5	7	12	4	11	7	12%	3	6%
1st	5	9	5	9	4	7	4	7	7	11%	15	25%
2nd	4	10	4	10	6	11	5	10	5	8%	7	11%
3rd	4	8	4	8	2	5	3	7	5	5%	4	7%

THREE-YEAR CONTINUOUS SCHOOL IMPROVEMENT PLAN

School Improvement Plan for the Period 2017-2020 Goal Areas: 1) Student Achievement: Harding Avenue Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the SOLs in the areas of Reading & Math. The following objectives for federal AMO's will be met by June 1, 2018. The reporting category of all students will achieve the overall pass rate of 88% on the Spring 2018 reading & math tests. Students who have disabilities will decrease their failure rate by 10%. Students who are black will decrease their failure rate by 10%. Students who are economically disadvantaged will decrease their failure rate by 10%. 2) Other Areas:	School Name: <u>Harding Aveune Elementary School</u> School Number: <u>10</u> Division: <u>Montgomery County Public Schools</u> Grade Levels Served: <u>K-5</u> Description of Data Reviewed: SOL Data, PALS Data, Report Card Assessment Data, Benchmark Data, Fountas & Pinnell Reading Assessment (F&P), Leveled Literacy Intervention (LLI), Scholastic Math Instruction (SMI), Other
Plan Developed with Assistance from (check all that apply): <input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Building Administrators <input checked="" type="checkbox"/> Central Office Administrators <input checked="" type="checkbox"/> Parents <input type="checkbox"/> Community Members <input type="checkbox"/> Studetns <input type="checkbox"/> Other (specify): _____	_____ Director of Elementary or Director of Secondary Signature _____ Principal Signature

Harding Avenue Elementary

2017-2020

A description of how the school will meet requirements to be fully accredited, for each of the years covered by the plan.

Long Term Measureable Goal: Academics & Instruction

Harding Avenue Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the SOLs in the areas of Reading & Math. The following objectives for federal AMO's will be met by June 1, 2018. The reporting category of all students will achieve the overall pass rate of 88% on the Spring 2018 reading & math tests. Students who have disabilities will decrease their failure rate by 10%. Students who are black will decrease their failure rate by 10%. Students who are economically disadvantaged will decrease their failure rate by 10%.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time:

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
Standards of Learning (SOL)	Ongoing throughout the year	Test Results
Phonological Awareness Literacy Screening (PALS)	Annually	Test Results
Benchmark Assessments Reading & Math (Grades 3 – 5)	End of 9 weeks	Test Results
Fountas and Pinnell Reading Assessment (F & P)	Two Times a Year	Test Results

Objective 1: The reporting category of all students will achieve an overall pass rate of 88% on the Spring 2018 reading and math test.

Action Steps	Target/Indicator of Success	Person(s) Responsible	Progress Monitoring
Strategy 1: Provide high quality Tier I Instruction in Reading & Math	Assessment Data, Observation, Evaluation, Lesson Plans	CT, SpEd, RS, ST	Principal Observation & Evaluations May 2018
Action Step 1: Instruction will be differentiated based on pre-post assessment data to meet individual learner needs and abilities.	Observation, Evaluation, Lesson Plans will include examples of differentiated instruction (i.e. differentiated menus, center activities, LLI, small groups, extension projects)	CT, SpEd, RS, ST, Monitored by P	Principal Observation & Evaluations May 2018
<u>Action Step 2: Teachers will follow the MCPS Guidelines for Using Reflex Math in Grades.....</u>	All students will achieve targets outlined in the guidelines by the end of the school year. Classroom teachers will review student progress at monthly grade level meetings and adjust student usage as needed.	CT	Grade Level Meeting Dates:
Action Step 3: Classroom teachers will administer MCPS math common unit assessments to all students. Data will be analyzed to identify specific reteaching and intervention needs.	Unit Assessments	CT	Target Dates for Unit Assessments
Action Step 4: Teachers will implement the MCPS Balanced Literacy block.	Lessons plans, Balanced Literacy Look Fors	CT, Monitored by P	Principal Observation & Evaluations May 2018
Action Step 5: Classroom teachers will implement word study K-5 during the Balanced Literacy Block. Professional development will be provided to teachers as needed.	Lessons plans, Balanced Literacy Look Fors	CT, Monitored by P	Principal Observation & Evaluations May 2018 Professional Development
Action Step 6: Classroom teachers will administer PALS based on the division requirements. Teachers/Reading Specialist will use data to inform decision making about small & whole group instruction. Data will be used to guide student placements in intervention programs.	Grade Levels & Assessment Dates	CT, RS	Grade Level Meeting Dates: Assessment Dates:

Action Step 7: Classroom teachers will administer Fountas & Pinnell Running Record Assessments to students' instructional reading level, group students, and plan lessons according to the data.	Grade Levels & Assessment Dates	CT, RS	Grade Level Meeting Dates: Assessment Dates:
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Principal (P), Guidance Counselor (GC), Reading Specialist (RS), Classroom (CT), Special Education Team (SpEd), Specialty Teachers (ST), Technology Resource Teacher (TRT), Lib/ Med Spec (LMS), Student Assistance Program Team (SAP)

Action Steps	Target/Indicator of Success	Person(s) Responsible	Progress
Strategy 2: Differentiated intervention options will be provided to assist identified students in reading and math.	Assessment data, observation, evaluation, lesson plans, schedule	P, CT, RS, Tutors, SpEd	
Action Step 1: Follow the MCPS guidelines for Reflex for increased usage as an intervention. Consider finding additional blocks of time for student to access.	Assessment data, observation, evaluation, lesson plans, schedule	P, CT, RS, Tutors, SpEd	
Action Step 2: Implement LLI during the Literacy Block with fidelity.	Assessment data, observation, evaluation, lesson plans, schedule	CT, RS, SpEd	
Action Step 3: Implement Orton Gillingham daily for 30 minutes during the literacy block as 1:1 or small group pull out. This is delivered by Reading Specialist in a pull out setting as a Tier III intervention.	Assessment data, observation, evaluation, lesson plans, schedule	RS	
Action Step 4: Implement Reading Recovery for identified students daily for 30 minutes one on one during the literacy block. This is delivered by Reading Specialist in a pull out setting as a Tier III intervention.	Assessment data, observation, evaluation, lesson plans, schedule	RS	
Action Step 5: Academic information will be provided to SOL tutors, as needed to support students needing addition intervention.	Info sheets on student needs	P, CT, RS, Tutors, SpEd	
Strategy 3: Teachers will collaborate regularly in order to maximize classroom instruction, discuss data, and intervention & enrichment ideas for students.	Document collaboration (planning notes, lesson plans), schedule of meetings	CT, SpEd, RT	
Action Step 1: Utilize joint planning time and early release days (as possible)	Document collaboration (planning notes, lesson plans), schedule of meetings	CT, SpEd	
Action Step 2: Review all data sources to identify instructional gaps	Meeting Agenda, PALS, F&P, Benchmark, SPBQ	CT, RS, SpEd	

Principal (P), Guidance Counselor (GC), Reading Specialist (RS), Classroom (CT), Special Education Team (SpEd), Specialty Teachers (ST), Technology Resource Teacher (TRT), Lib/ Med Spec (LMS), Student Assistance Program Team (SAP)

Objective 2: 80% of all students will demonstrate growth as determined by performance assessments and project-based learning.

Action Steps	Target/Indicator of Success	Person(s) Responsible	Progress
Strategy 1: Instruction will be engaging and will utilize pre and post assessment data	Assessment Data, Observation, Evaluation, Lesson Plans	CT, SpEd, RS, ST	
Action Step 1: Instruction will be differentiated to meet individual learner needs and abilities.	Assessment Data, Observation, Evaluation, Lesson Plans	CT, SpEd, RS, ST	
Strategy 2: Implement project based learning opportunities for students	Professional development opportunities, teacher collaboration, schedule, student projects, student collaboration	CT, SpEd, RS, ST, P	
Action Step 1: Provide professional development for students and teachers.	Professional development opportunities, teacher collaboration, schedule, student projects	CT, SpEd, RS, ST, P	
Action Step 2: Monitor student progress throughout the school year	Student projects, rubrics	CT, SpEd, RS, ST, P	
Action Step 3: Provide opportunities for parents/ guardians and community members to view student work.	Scheduled events, student projects	CT, SpEd, RS, ST, P	
Action Step 4: Implement STEAM activities.	Lesson plans, student projects, shared STEAM folder	CT, SpEd, ST	

Principal (P), Guidance Counselor (GC), Reading Specialist (RS), Classroom (CT), Special Education Team (SpEd), Specialty Teachers (ST), Technology Resource Teacher (TRT), Lib/ Med Spec (LMS), Student Assistance Program Team (SAP)

Objective 3: Students who have disabilities will decrease their failure rate by 10%. Students who are black will decrease their failure rate by 10%. Students who are economically disadvantaged will decrease their failure rate by 10%.

Action Steps	Target/Indicator of Success	Person(s) Responsible	Progress
Strategy 1: Identify students in each subgroup	List of identified students	CT	
Action Step 1: Identify individual goals of students in each subgroup	Use of IEP at a glance, SOL data meeting, data spreadsheets, intervention spreadsheets	CT SPED	
Strategy 2: Address specific needs of students in each subgroup: disabilities, black, economically disadvantaged	Use of IEP at a glance, SOL data meeting, data spreadsheets, intervention spreadsheets	Leadership Team, Sped, CT	
Action Step 1: Analyze data and current interventions.	Grade level data meetings, leadership team meetings	Leadership Team, Sped, CT	
Action Step 2: Monitor student progress throughout the year.	Grade Level data meetings, leadership team meetings	Leadership Team, Sped, CT	

Principal (P), Guidance Counselor (GC), Reading Specialist (RS), Classroom (CT), Special Education Team (SpEd), Specialty Teachers (ST), Technology Resource Teacher (TRT), Lib/ Med Spec (LMS), Student Assistance Program Team (SAP)

Long Term Measureable Goal:	School & Community Relations
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Harding Avenue Elementary students will foster positive school and community relations for all stakeholders (faculty, students, parents, and community members).

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time:

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
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Lesson plans	Ongoing throughout the year	Oral and written documentation
Agendas, Checklists	Annually	Survey results
School-Wide Discipline Plan and Discipline Referrals	Ongoing throughout the year	Documentation of regularly scheduled drills

Objective 1: Increase and enhance the learning environment for students by implementing practices that will encourage positive behavior, relationships, and engagement.

Action Steps	Target/Indicator of Success	Person(s) Responsible	Progress
Strategy 1: School-wide implementation Positive Behavior Interventions and Supports (PBIS)	Morning Meeting, School-wide Discipline, Consistent Behavioral Expectations, Focus on Being Kind- "Cultivate Kindness"	PBIS Team	
Action Step 1: School Focus- "Cultivate Kindness" for staff and students	Plan, Improved school climate, Bulletin Board	PBIS Team	
Action Step 2: Consistent use of Morning Meeting	Lesson Plans, Observations	P, CT, PBIS Team	
Action Step 3: Regular efforts pertaining to kindness	Plan, Improved school climate	PBIS Team	
Action Step 4: Revise School-wide Discipline forms to align with PBIS	Revised Discipline and Incident Forms, Revised Think Sheet	PBIS Team	
Action Step 5: Posting, teaching, and referring back to the behavior matrix.	Posted Matrix, Lesson Plans	P, CT, PBIS Team	
Action Step 6: Implement specific playground rules.	Matrix, Observation	P, CT, PBIS Team	
Action Step 7: Provide PBIS Professional Development for staff	Meeting Agendas	P, CT, PBIS Team	
Action Step 8: Implement Class Reward Systems	Observations	P, CT, PBIS Team	
Action Step 9: Implement speciality reward system: Specialty Behavior Card	Observations	P, CT, PBIS Team	
and parents of behavioral expectations and implement with consistency	Handbook	P, CT, PBIS Team	
Action Step 11: Follow flow chart (PBIS) for behavior/ interventions/ referrals	Decrease in referrals	CT	