

## Section I: Executive Summary

### Introduction

James H. Harrison Elementary School is a Title 1 school located in Laurel, Maryland in close proximity to the Baltimore/Washington Parkway. The instructional school day begins at 7:45 and ends at 1:55. The school opened in 1967 as a comprehensive community school serving kindergarten through sixth grade. In 1986, the Comprehensive Special Education Program (CSEP), formerly known as the Diagnostic Wing, became part of the school. The classes in the program embrace students with various disabilities which includes students with emotional impairment, speech and language delays, learning disabilities, and as well as those students with fine and gross motor delays. James H. Harrison is one of six elementary schools serving the Laurel Cluster and is the only school of the six with a CSEP program. The school has two Community-Referenced Instruction (CRI) classes in the program that service students with autism, mental retardation, and physical disabilities. We have approximately 12 students who are a part of our CSEP but are in a more restricted environment in the Community Referenced Instruction Program (CRI). These students are grouped in a primary or an intermediate class. They are not accessing the Prince George's County Public School (PGCPS) Curriculum and are therefore, assessed with the Alternative MSA (ALT MSA) test. There are 10 special education teachers, 10 paraprofessionals, and 4 classroom assistants (CA). The Comprehensive Special Education Program receives assistance from 1.0 CSEP Coordinator, 1.0 motor teacher, 2.0 speech and language pathologist, 0.4 vocal music teacher, 1.0 crisis intervention resource teacher and 0.4 school psychologist.

The majority of the general education students live within walking distance of the school which provides a neighborhood-community school environment for the students and parents of James H. Harrison. The majority of the CSEP students live within five miles of the school, and bus service is provided for these students. The school's vision is to ensure that all students acquire the information, skills, and ability to apply knowledge, while becoming lifelong learners and productive citizens in a diverse, global society.

James H. Harrison failed to make adequate yearly progress (AYP) in both math and reading in the special education subgroup school year 2005-2006 (SY05). In addition, AYP was not met in reading for the Free and Reduced Meals Students (FARMS) and for students of the African American subgroups. The school is currently classified as an Intensive Support Intervention School (ISIS) in year two of School Improvement. One hundred fifteen (115) students, 28% of the student population, received special education services during SY05. Of the students in this subgroup, 12.3% performed at the proficient level in reading. This reflects an increase of 7% from the school year 2004- 2005 (SY04). In mathematics, 20% of the special education population scored at the proficient level which was an increase of 9.5% from SY04. The Regional Assistant Superintendent has assigned regional personnel to provide additional oversight and technical assistance to this school. Timelines and specific tasks are identified in the professional development calendar in conjunction with the monitoring tool of the school improvement plan to make improvements in the students' educational experiences. James H. Harrison Elementary School will be able to improve student achievement in all academic programs by implementing initiatives such as a daily Drop Everything and Read (D.E.A. R.) time for all students, weekly instructional day, targeted staff development, and the extended day learning opportunities for all students. The extended day learning opportunities are offered to students in the CSEP Program in grades K- 6<sup>th</sup>, and to the general education population from 3<sup>rd</sup> -6<sup>th</sup> grade. The targeted staff development components include a four - module training on using the Voluntary State Curriculum (VSC) in reading from the Maryland State Department of Education (MSDE) for all teachers and follow-up training for general educators in grade 3-6. The instructional day offers collaborative planning time to one grade level per week for 1 hour and 30 minutes. This time is provided on a rotating basis to each grade level.

### School Demographics

For the SY05, James H. Harrison was staffed with 23 classroom teachers and 15 support staff. The instructional support staff included the following: a reading specialist, a reading recovery teacher, a math coordinator, a science coordinator, a social studies coordinator, a technology coordinator, two special education resource teachers, and a guidance counselor. The school was also supported with two vocal music teachers and one half-time instrumental music teacher. Additional staff members included one full time and one half time speech teacher and one full time occupational therapist. The school was also supported by one full-time physical education teacher and

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one half-time motor skills development teacher. The teachers included 38 certified teachers and 2 provisional teachers.

Four hundred six students were enrolled at James H. Harrison in SY05 including the following: forty-seven (47) kindergarteners, sixty-three (63) first graders, forty-five (45) second graders, fifty-six (56) third graders, seventy-two (72) fourth graders, fifty-eight (58) fifth graders, and sixty five (65) sixth graders. The racial composition of the student body at James H. Harrison includes: seventy-seven and nine-tenths (77.9%) African American students, ten and thirty-four hundredths percent (10.34%) White students, nine and thirty-six hundredths percent (9.36%) Hispanic students, two and seventy-one hundredths percent (2.71%) Asian students, one percent (1%) Native - American students. Community-based business partnerships with James H. Harrison included the following Laurel businesses, Old Country Buffet, Don Pablo's, and McDonalds. The community business partnerships were formed in order to strengthen the community-school ties.

### **Major initiatives and how these efforts will improve student performance.**

The priorities of the school are to improve achievement of the students who fall into the subgroups of special education students, African American students, and Free and Reduced Meals Students (FARMS). The school will use the Quality School Program Strategic Plan as a guide as we work cooperatively to ensure the success of all our students. The implementation of this plan will ensure that the school's personnel, parents and community resources are focused on achieving a shared vision of improved achievement by all students. Parents are encouraged to participate in their child's education by volunteering in the schools to help in the classrooms or read with the children. Parent nights will be scheduled to provide parents with information about academic programs so that the parents can be more effective in helping their children with their nightly homework in all subject areas including math and reading. Continued encouragement is given for parents and teacher to join the PTA and attend monthly meetings to increase parental/school collaboration. James H. Harrison Elementary School will be able to improve student achievement in all academic programs by implementing initiatives such as Drop Everything and Read (D.E.A. R.), tracking daily attendance, weekly instructional day, targeted staff development, and the extended day learning opportunities for all students. The weekly instructional day allows 1 and ½ hours of collaborative planning time with the Instructional Team for teachers from one grade level every week. This time is rotated through the grade levels so each grade level gets this time approximately every seven weeks. Although staff development is mainly focused on reading instruction, math and science staff development will also be provided. Additionally, Maryland State Department of Education (MSDE) will assist in providing training utilizing the VSC for reading instruction and daily planning.

### **Subgroups**

After a thorough analysis of data, including the MSA data for the 2005-2006 school year, many initiatives will be put into place to address the needs of all the Elementary Secondary Education Act (ESEA) subgroups represented at James H. Harrison (African American, FARMS, and Special Education).

#### **African-American**

In order to address the academic needs of the African-American population, James H. Harrison will continue to focus on the five essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and all measurable areas of mathematics (algebra, patterns and functions, geometry and measurement, number relationships and computations, statistics, and data analysis, and problem solving) as academic priorities. On a weekly basis the reading specialist and math coordinator will use the Prince George's County Public Schools (PGCPS) Curriculum Framework Progress Guides to monitor for effective, productive, differentiated instruction in both reading and math, and the implementation of effective techniques and teaching strategies. Quarterly reading and math benchmark exams, weekly classroom assessments, and student portfolios will be shared and analyzed at quarterly data utilization meetings. The data from benchmarks will be broken down by subgroup and analyzed accordingly so that the needs of each subgroup, including the African-American student, can be identified and addressed. Approximately once every seven weeks each grade level will be provided with an instructional day, which will provide teachers an opportunity for collaborative planning in order to guide instruction and to meet the needs of this subgroup and others.

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An extended day program will be implemented to address the needs of the students, including those in the African-American subgroup, with areas of weakness in reading and math. The program will provide additional instruction in math and reading to students in grades three through six, two times per week for a period leading up to the Maryland School Assessment (MSA). Students will be selected for participation in the program based on Scholastic Reading Inventory (SRI) scores, classroom teacher observations, and teacher recommendations. Pre and post tests will evaluate students' level of achievement upon entry to and exit from the program. Data will be compiled and shared with the James H. Harrison staff.

James H. Harrison will implement the PGCPSS systemic reading program published by Houghton Mifflin (K – 5) and McDougal Little (6<sup>th</sup>). In grades K – 2, the reading/language arts block will be 135 uninterrupted minutes. In grades 3 – 5, the reading/language arts block will be 105 uninterrupted minutes. The sixth grade reading/language art block will be 90 minutes. The PGCPSS systemic reading program emphasizes the following five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program also includes strategies that align with the Voluntary State Curriculum (VSC). The teachers will receive professional development focused on using the VSC to effectively scaffold lessons to meet the needs of all learners including those in the African-American subgroup. In addition to the PGCPSS systemic reading program, James H. Harrison will implement a daily "Drop Everything and Read" (D.E.A.R) time to improve comprehension skills and fluency.

James H. Harrison will implement technology in every classroom to support learning in math and reading. Through the use of instructional software provided by Houghton Mifflin, Scott Foresman, McDougal Little, and Pearson Education, students' technology skills and knowledge will increase.

In the area of math, James H. Harrison will implement the PGCPSS systemic math program published by Scott Foresman (K – 5) and Pearson Education (6<sup>th</sup>). In grades K – 5 teachers will implement 75 uninterrupted minutes of mathematics instruction. Sixth grade teachers will implement 90 uninterrupted minutes of mathematics. Staff development trainings will be provided for all teachers in the area of mathematics and reading so that teachers can differentiate their instruction to meet the needs of students at any level, including those in the African-American subgroup. Topics for these trainings will include the following: use of manipulatives, technology integration, and incorporating reading and writing into the mathematics curriculum.

### Free and Reduced Meals (FARMS)

Many of the students who fall into the FARMS subgroup are the same as those in the African-American subgroup. Because of this, the strategies implemented are the similar to address the needs of these students. James H. Harrison will continue to focus on the five essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and all measurable areas of mathematics (algebra, patterns and functions, geometry and measurement, number relationships and computations, statistics, and data analysis, and problem solving) as academic priorities. On a weekly basis the reading specialist and math coordinator will use the Prince George's County Public Schools (PGCPSS) Curriculum Framework Progress Guides to monitor for effective, productive, differentiated instruction in both reading and math, and the implementation of effective techniques and teaching strategies. Quarterly reading and math benchmark exams, weekly classroom assessments, and student portfolios will be shared and analyzed at quarterly data utilization meetings. The data from benchmarks will be broken down by subgroup and analyzed accordingly so that the needs of each subgroup, including the FARMS subgroup, can be identified and addressed. An instructional day will be provided approximately once every seven weeks for each grade level to provide teachers an opportunity for collaborative planning to guide instruction to meet the needs of this subgroup and others.

An extended day program will be implemented to address the needs of the students, including those in the FARMS subgroup, with areas of weakness in reading and math. The program will provide additional instruction in math and reading to students in grades three through six, two times per week for a period leading up to the Maryland School Assessment (MSA). Students will be selected for participation in the program based on Scholastic Reading Inventory (SRI) scores, classroom teacher observations, and teacher recommendations. Pre and post tests will evaluate students' level of achievement upon entry to and exit from the program. Data will be compiled and shared with the James H. Harrison staff. In addition, those students who fall into the FARMS subgroup and are in the CSEP program are given the option of participating in free tutoring provided by "The Enrichment Centers" in the school

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twice a week for two hours. This program uses the Voyager reading curriculum to reinforce the reading strategies taught in class.

James H. Harrison will implement the PGCPs systemic reading program published by Houghton Mifflin (K – 5) and McDougal Little (6<sup>th</sup>). In grades K – 2, the reading/language arts block will be 135 uninterrupted minutes. In grades 3 – 5, the reading/language arts block will be 105 uninterrupted minutes. The sixth grade reading/language art block will be 90 minutes. The PGCPs systemic reading program emphasizes the following five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program also includes strategies that align with the Voluntary State Curriculum (VSC). The teachers will receive professional development focused on using the VSC to effectively scaffold lessons to meet the needs of all learners including those in the FARMS subgroup. In addition to the PGCPs systemic reading program, James H. Harrison will implement a daily “Drop Everything and Read” (D.E.A.R) time to improve comprehension skills and fluency.

James H. Harrison will implement technology in every classroom to support learning in math and reading. Through the use of instructional software provided by Houghton Mifflin, Scott Foresman, McDougal Little, and Pearson Education, students’ technology skills and knowledge will increase. This is especially helpful to those students in the FARMS subgroup that may not have access to computer technology on a regular basis at home.

To address the needs of the FARMS subgroup and others in the area of mathematics, James H. Harrison will implement the PGCPs systemic math program published by Scott Foresman (K – 5) and Pearson Education (6<sup>th</sup>). In grades K – 5 teachers will implement 75 uninterrupted minutes of mathematics instruction. Sixth grade teachers will implement 90 uninterrupted minutes of mathematics. Flexible grouping will be done during this time to make sure that the needs of students in all subgroups, including the FARMS subgroup, are addressed everyday in the classroom. Staff development trainings will be provided for all teachers in the area of mathematics so that teachers can differentiate their instruction to meet the needs of students at any level, including those in the FARMS subgroup. Topics for these trainings will include the following: use of manipulatives, technology integration, and incorporating reading and writing into the mathematics curriculum.

### Special Education

As with the other subgroups, many students who fall into the Special Education subgroup are also in the FARMS subgroup and the African-American subgroup. Because of this, the strategies implemented to address the needs of these students are the similar to those mentioned for the other subgroups. James H. Harrison will continue to focus on the five essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and all measurable areas of mathematics (algebra, patterns and functions, geometry and measurement, number relationships and computations, statistics, and data analysis, and problem solving) as academic priorities. On a weekly basis the reading specialist and math coordinator will use the Prince George’s County Public Schools (PGCPs) Curriculum Framework Progress Guides to monitor for effective, productive, differentiated instruction in both reading and math, and the implementation of effective techniques and teaching strategies. Quarterly reading and math benchmark exams, weekly classroom assessments, and student portfolios will be shared and analyzed at quarterly data utilization meetings. The data from benchmarks will be broken down by subgroup and analyzed accordingly so that the needs of each subgroup, including the Special Education subgroup, can be identified and addressed. Some of the Special Education students receive services in a self-contained classroom, some receive small group instruction from a special educator in a general education classroom setting, and some receive an education in the general education classroom where the teacher consults with the special educator on a periodic basis. This is determined based on the needs and abilities of each individual student. An instructional day will be provided approximately once every seven weeks for each grade level to provide teachers an opportunity for collaborative planning to guide instruction to meet the needs of this subgroup and others. The special education and general education teachers are present at this instructional day meeting.

An extended day program will be implemented to address the needs of the students, including those in the Special Education subgroup, with areas of weakness in reading and math. The program will provide additional instruction in math and reading to students in grades three through six, two times per week for a period leading up to the Maryland School Assessment (MSA). Students will be selected for participation in the program based on Scholastic Reading Inventory (SRI) scores, classroom teacher observations, and teacher recommendations. Pre and post tests will evaluate students’ level of achievement upon entry to and exit from the program. Data will be compiled

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and shared with the James H. Harrison staff. This program is offered to those Special Education students who are taught for at least part of the day in a general education classroom. In addition, those students who fall into the FARMS subgroup and are in the CSEP program are given the option of participating in free tutoring provided by "The Enrichment Centers" in the school twice a week for two hours. This program uses the Voyager reading curriculum to reinforce the reading strategies taught in class. This program is also offered for a cost to those CSEP students who are not part of the FARMS subgroup.

James H. Harrison will implement the PGCPS systemic reading program published by Houghton Mifflin (K – 5) and McDougal Little (6<sup>th</sup>). In grades K – 2, the reading/language arts block will be 135 uninterrupted minutes. In grades 3 – 5, the reading/language arts block will be 105 uninterrupted minutes. The sixth grade reading/language art block will be 90 minutes. The PGCPS systemic reading program emphasizes the following five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program also includes strategies that align with the Voluntary State Curriculum (VSC). The teachers will receive professional development focused on using the VSC to effectively scaffold lessons to meet the needs of all learners including those in the Special Education subgroup. In addition to the PGCPS systemic reading program, James H. Harrison will implement a daily "Drop Everything and Read" (D.E.A.R) time to improve comprehension skills and fluency. The CSEP classes will also implement the Voyager reading program in conjunction with the Houghton Mifflin curriculum to provide reinforcement of the five essential reading components to our special education students.

James H. Harrison will implement technology in every classroom to support learning in math and reading. Through the use of instructional software provided by Houghton Mifflin, Scott Foresman, McDougal Little, and Pearson Education, students' technology skills and knowledge will increase. This is especially helpful to those students in the Special Education subgroups that often seem to learn better with the visuals and activities that computer software can provide.

To address the needs of the Special Education subgroup and other students in the area of mathematics, James H. Harrison will implement the PGCPS systemic math program published by Scott Foresman (K – 5) and Pearson Education (6<sup>th</sup>). In grades K – 5 teachers will implement 75 uninterrupted minutes of mathematics instruction. Sixth grade teachers will implement 90 uninterrupted minutes of mathematics. Flexible grouping will be done during this time to make sure that the needs of students in all subgroups, including the FARMS subgroup, are addressed everyday in the classroom. Staff development trainings will be provided for all teachers in the area of mathematics so that teachers can differentiate their instruction to meet the needs of students at any level, including those in the Special Education subgroup. Topics for these trainings will include the following: use of manipulatives, technology integration, and incorporating reading and writing into the mathematics curriculum.

### Safe and Orderly Environment

James H. Harrison's school goals include a goal to provide a safe and orderly environment where students can achieve. At the beginning of the school year every student attends a Student Code of Conduct assembly conducted by the Pupil Personnel Worker (PPW) and the professional school counselor. The professional school counselor follows up in each classroom with lessons. At this time, the students, along with their teachers, sign the Student Code of Conduct agreement. Parents are also required to review and sign this agreement. The school uniform policy will continue to be enforced.

The professional school counselor will provide weekly classes at all grade levels to reinforce social skills and positive character traits. In each classroom, the Rules and Expectations are posted for the students to review daily. During the daily morning announcements, a message is read by a student encouraging positive character traits to help promote a positive self-image in all students. Students will be provided with the opportunity to participate in peer mediation programs and student government. James H. Harrison will implement a school-wide behavior plan including weekly behavior sheets which are sent home for parents to review and sign. The school will continue to provide an area for Crisis Intervention for the students in our CSEP program. This area allows an alternative for individual tutorials and small group support to students who have difficulty in the whole group setting. The Crisis Intervention program is designed to provide an environment with fewer referrals and suspensions. The Crisis Intervention teacher also provides classes focusing on social skills and positive character traits for the students in the CSEP program.

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### Parental Involvement

In order to facilitate effective communication between the school and parents, James H. Harrison will utilize the school's Prince George's County Public School (PGCPS) website ([www.pgcps.org/~harrison](http://www.pgcps.org/~harrison)) monthly grade level newsletters, and the sync mail system. James H. Harrison will continue to have satisfactory attendance by implementing incentive programs to boost students' participation in curriculum-based activities. Incentive programs will also be put into place to increase attendance at parent teacher conferences. The school will keep accountability parental involvement portfolios which will show evidence of parental involvement in school sponsored activities including the following: Back to School night, Career day, Grandparents' day, Gorgeous Prince George's day, Quarterly Family night, Parent/Teacher Conferences, Honor Roll and other assemblies, follow your child to school day, Science Fair, Field trip, and school fund raisers.