SCHOOL PERFORMANCE AND ACHIEVEMENT PLAN 2023-2024
HARFORD COUNTY PUBLIC SCHOOLS

School: Deerfield Elementary School

The Harford County Public Schools (HCPS) School Performance and Achievement (SPA) is the continuous school improvement process to ensure **each student** has **access** to **academic opportunities**, **social-emotional support**, and **real-world experiences** tailored to meet the *needs*, *abilities*, and *interests* of each diverse learner. The SPA plan is the tool utilized to document and monitor the focus areas based on the needs of an individual school community while indicating strategies and resources to support improvement within the focus areas.

Attention Parents: If not satisfied with schoolwide plans, parents are welcome to comment on the School Performance and Achievement Plan, Family Involvement Plan, and School Compact. We invite feedback to the plan at any point by emailing or calling (Principal, Mrs. Meridith Dunlap at Meridith.Dunlap@hcps.org, or 410-612-1535). A parent survey is also located on our school website and can be accessed using the QR code below. (Assurance B.2.4)

A school defines its destination through its vision and mission. The school's destination falls under the umbrella and guidance of the following:

- HCPS Board of Education Strategic Plan, Vision, and Mission.
- North Star initiative and Graduate Outcomes, Attributes, and Milestones.

2023-2024 SPA Plan with Title I Compliance

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School teams determine the effectiveness of a vision and mission is being implemented through data collection, and analysis and the continuous improvement process.

School Mission:

School Vision:

United as a community, we will empower students to take ownership of their future as they strive for success and achievement.

The School Performance and Achievement Team developed this plan through the input of teachers, leadership team, other school staff, and families. Data was collected through surveys sent to all stakeholders as well as a representative of each that regularly attends the SPA meetings. The SPA plan is shared with all stakeholders in a language and format that can be easily understood. It is also placed on the school website for the community to view. We invite feedback to the plan at any point by emailing or calling (*(Principal, Mrs. Meridith Dunlap at Meridith.Dunlap@hcps.org, or 410-612-1535*). (Assurance B.2.4)

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Quarterly Interval	Brief Details and Submission Date
Summer: June-August	By 9/29 team meeting dates and focus areas due (not a full plan). • Revisit key takeaways from the spring interval including applicable data and/or needs assessment. • Begin crafting tentative plan for fall and checkpoints scheduled based on beginning of year available data.
Fall: September-November	By 12/15 fall data review and impact of action plan including applicable adjustments leading into the winter interval. • Summarize the fall interval. • Capture any adjustments and next steps to launch into the winter interval, including progress monitoring as applicable.
Winter: December-February	By 2/23 winter data review and impact of action plan including applicable adjustments leading into the spring interval. • Summarize the winter interval. • Capture any adjustments and next steps to launch into the spring interval, including progress monitoring as applicable.
Spring: March-May	By 6/7* spring data review and impact of action plan including applicable adjustments leading into next school year. • Summarize the spring interval. • Capture any adjustments and next steps to launch early discussions and planning for the next school year. • Finalize potential summer professional learning and/or work sessions (if applicable). **Spring submission date could be adjusted if last day of school for students and staff is adjusted due to inclement weather days.*
Intervals continue in the cycle as we move into the next summer interval.	

SPA Team Dates	
SPA Team Meetings, Supporting Team Meetings, PD Calendar • Each SPA Team is required to meet a minimum of four times during the school year, once per interval. • Schools may choose to meet more frequently. • Additional supporting teams such as PLCs, departments/grade levels, and/or goal/achievement teams will likely be meeting on a schedule between the full SPA team meetings. • System-wide professional learning also occurs throughout the school year. Click here to view the calendar. • School-based professional learning opportunities that becomes part of the school calendar.	**Submit SPA Meeting Dates/PD Calendar** Please submit the SPA Meeting dates, including any supporting teams dates, along with the school PD calendar as applicable. The Coordinator of North Star and School Performance Initiatives will be in contact to attend meetings throughout the school year. 1. Send Outlook calendar invites to Sara.Saacks@hcps.org for SPA meetings (full team). 2. Send or upload the full school PD calendar/list of dates to SPA SharePoint site.
Click here for detailed SPA Guidance.	

See SCHOOL PROFILE. (Assurance B.2.2.1, B.2.2)

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School Overview	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Enrollment*	752	720	733	734	723
Attendance*	94.8%	90.9%	92.2%	Not Yet Available	

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# Referrals	117 (through March- Covid year) Total incidents: 171 (per Student Svcs)	Total incidents: 7 (Per Student Svcs)	178 Total incidents: 202 (Per Student Svcs.)	23 Total incidents: 45 (Per Student Svcs.) as of 12/5/22	
# Suspensions	OSS/ISS: 41 (Per Student Svcs.)	OSS/ISS: 3 (Per Student Svcs)	20 incidents/ 10 Students	3 OSS/ISS: 4 (Per Student Svcs.) as of 12/5/22	
% FARMS	76.02%	73.3%	75.6%	75.4%	
% Special Education	13.2%	10.8% (78st)	10% (74st)	12.4% (91 st)	13.8% (100st)
% ELL	4.7% (36 st)	5.1%	5.2% (38st)	5% (37 st)	4.8% (35)
% Gifted and Talented	2.6% (21 st)	2.5% (20 st)	2% (14 st)	4.5% (33 Students)	4.9% (36 st)
Mobility* (from Maryland Report Card)	*9.1%	*10.0%	*14.3%	Not yet available	
% Chronically Absent*	15.7%	25.6%	28.7%	20.3%	
# Teachers/Certificated Staff		65		58.8	67.75
% and # of 1st Year Teachers/Certificated Staff		3% 2		8.5% 5.0	15% 10
% and # 2nd Year Teachers/Certificated Staff		9% 6		22.8% 13.4	9% 6
% and # 3rd Year Teachers/Certificated Staff		7.6% 5		1.7% 1.0	17% 11.4
% ≥ 20 years		23%		12.3%	15.0%

(Assurance B.2.2.1, B.2.2.5)

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School Staff Statistics
(Assurance B.2.2.1, B.2.2.5, B.2.3.1)
(insert this chart that will be provided by the HR office and emailed to SPA facilitators by Tammy)

% of Staff that qualifies for SCC status (previously known as 'highly qualified')

Years of Experience	Number of Teachers
1 to 5 years	26.4
6 to 10 years	7.6
11 to 15 years	11.6
16 to 20 years	9
21 + years	13.15

Education	Number of Teachers
Bachelor's Degree	27.4
Master's Degree	19.85
Master's +30	20.5

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Needs Assessment (Assurance B.2.2)

Continuous school performance and achievement planning begins with asking questions that can be answered with demographic data. Specifically – ***Who are the students? Who are the faculty and staff? Who is the community?*** It is important to understand how student and community populations have changed over time, as these changes are indicators of student needs for the future. Staff longevity within the system and plans for retirement might lead to establishing different types of school performance and achievement plans, as would staff experiences, certification, and levels of education. Demographic changes can also help to explain results.

List significant changes in demographics, funding, staffing, and/or the school community that will affect the school in 2023-2024.

Comprehensive Needs Assessment Process Example - George Lisby 2021-2022
Needs Assessment Example - Bakerfield 2021-2022
Needs Assessment Example - Deerfield 2021-2022

<table>
<tr><th colspan="4">(insert school name): Changes in demographics, funding, staffing, and /or school community</th></tr>
<tr><th>Type of Change (Assurance B.2.2.1)</th><th>Describe the nature of the change, if one has occurred (Assurance B.2.2.3)</th><th>Contributing Factors (Assurance B.2.2.4)</th><th>Describe how the change is being addressed in the 2022-2023 School Performance and Achievement Plan (Assurance B.2.2.4)</th></tr>
<tr>
<td>a. Increases or decreases in school enrollment or class size</td>
<td>

School enrollment has decreased from 734 in 22-23 to 717 in 23-24
4th Grade has the largest enrollment with 125 students. – This graduating class was the largest the building last year as well.
Other than Pre Kindergarten our Kindergarten has the smallest enrolment. With only 91 students.

<table>
<tr><th></th><th>20-21</th><th>21-22</th><th>22-23</th><th>23-24 +/-</th></tr>
<tr><td>ENROLLMENT</td><td>719</td><td>738</td><td>734</td><td>717 -17</td></tr>
</table>
</td>
<td>No change in housing or redistricting.</td>
<td>

We have been added 2 additional 4th grade classes to help balance enrollment.

<table>
<tr><th>Grade</th><th>Classrooms 2022-2023 35</th><th>Classrooms 2023-2024 37</th><th>Average Class size 2022-2023</th><th>Average Class Size 23-24</th></tr>
<tr><td>Pre-kindergarten</td><td>4</td><td>4</td><td>20</td><td>16.5</td></tr>
<tr><td>Kindergarten</td><td>6</td><td>6</td><td>18.6</td><td>15.2</td></tr>
<tr><td>1st Grade</td><td>6</td><td>6</td><td>17.1</td><td>18.8</td></tr>
<tr><td>2nd Grade</td><td>6</td><td>6</td><td>18.8</td><td>17.5</td></tr>
<tr><td>3rd Grade</td><td>5</td><td>5</td><td>23.8</td><td>23</td></tr>
<tr><td>4th Grade</td><td>4</td><td>6</td><td>24</td><td>20.8</td></tr>
<tr><td>5th Grade</td><td>4</td><td>4</td><td>27.2</td><td>19.8</td></tr>
</table>
</td>
</tr>
</table>

(insert school name): Changes in demographics, funding, staffing, and /or school community

PRE-K	47	70	78	66	-12
K	112	108	111	91	-20
1ST	130	108	104	113	+9
2ND	98	130	113	105	-8
3RD	108	91	122	115	-7
4TH	112	108	95	125	+30
5TH	112	114	111	99	-12

- Grade levels are receiving supports from specialists/ intervention teachers assigned to Deerfield Elementary School
- We have added a Math Intervention Teacher

SPECIALIST	GRADE LEVEL SUPPORTED
Jenn Edwards Reading Specialist	Reading, Support in K-2
Lauren Weaver Early Childhood Teacher Specialist	Reading, Prek- 2
Jo-Ellen Shannon Mathematics Teacher Specialist	Math, Prek-5
Jillian Tourscher Literacy Teacher Specialist	Reading, Grades 3-5
Jonathan Hammel Title I Teacher Specialist	TBD
Molly Joyner Gifted & Talented	Grades 3-5 GT
Lisa Temby (Intervention Teacher)	Prek- 5
Charlene Cosentini (Intervention Teacher Math)	K-2
Amadelis Mattei	Title I Spanish Family Liaison
Lisa Redding Instructional Coach	Non-tenured teachers (All grade levels, PreK-5th)

(insert school name): Changes in demographics, funding, staffing, and /or school community

b. Increases or decreases in student demographics (FARMS, English Language Learners, special education, 504, attendance, mobility, etc.)

	19-20 752	20-21 719	21-22 738	22-23 734	23-24
SPED	13.2 %	10.8% (78st)	10% (74st)	12.4% (91st)	13.4 % (96st)
ELL	5.1%	5.2% (38st)	5.3% (39st)	5% (37 st)	4.7% (34 St)
SPED & ELL		3.8% (3/78)	4% 3/74	3.2% 3/91	2% 2 St
Gifted	2.12 %	4% (29st)	2.1% (16st)	4.5% (33st)	5.1% (37 St)
FaRMs		73.3 %	75.6 %	75.4 %	
Attendance	94.3 %	92.2%	91.6%		
Mobility	21.2 %	9.1%	10%		

- Our SPED, ELL, Gifted students have all been relatively unchanged.

- No noticeable change

Grade	SWD per Grade Level 2022-2023	SWD per Grade Level 2023-2024	ELL Per Grade Level 2022-2023	ELL Per Grade Level 2023-2024
Pre-kindergarten	6	6		
Kindergarten	16	6	5	1
1st Grade	15	21	1	4
2nd Grade	11	15	10	7
3rd Grade	16	12	10	8
4th Grade	15	22	4	11
5th Grade	14	14	7	3

(insert school name): Changes in demographics, funding, staffing, and /or school community

- Deerfield continues to have a higher percentage of these student groups than the county average.

c. Staffing (transfers, levels of experience, new staff, reductions, School Climate/Culture Survey Data)

	22-23	23-24	+/-
Staffing Changes			
PRE-K	4	4	2 New Pre-k Teachers- One resigning in November
K	6	6	1 New Kindergarten Teacher
1ST	6	6	No Changes
2ND	6	6	No Changes
3RD	5	5	2 new teachers
4TH	4	6	+ 2, 3 new teachers. One resigned in October- Students Redistributed
5TH	4	4	One teacher returned from Swan Creek and then took a new position in October- Replaced by new uncertificated teacher
SPECIAL AREAS	12	12	1 new music teacher- resigned in October-
SPECIALISTS	6	6	6 + 2 Intervention teachers (One new intervention Position)
SPECIAL EDUCATORS	5	6	+1, 1 New Special Educator
PARA EDUCATORS	13	11	-2
IH'S	4	5	+1; 3 new
ESSA SUBS			

We have added a Math Intervention teacher promoted from Kindergarten.

We have had 2 new positions added to 4th grade.

We had one teacher get promoted to AP at another school.

Transfers- 1 prek teacher transferred

Resignations- Music teacher Pre K teacher

- **Professional Development will need to be provided throughout the year for teachers of ability level.**
- **Specialists will support teachers throughout the year.**

SPECIALIST	GRADE LEVEL SUPPORTED
Jenn Edwards Reading Specialist	Reading, Support in K-2
Lauren Weaver Early Childhood Teacher Specialist	Reading, Prek- 2
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Charlene Cosentini (Intervention Teacher Math)	K-2

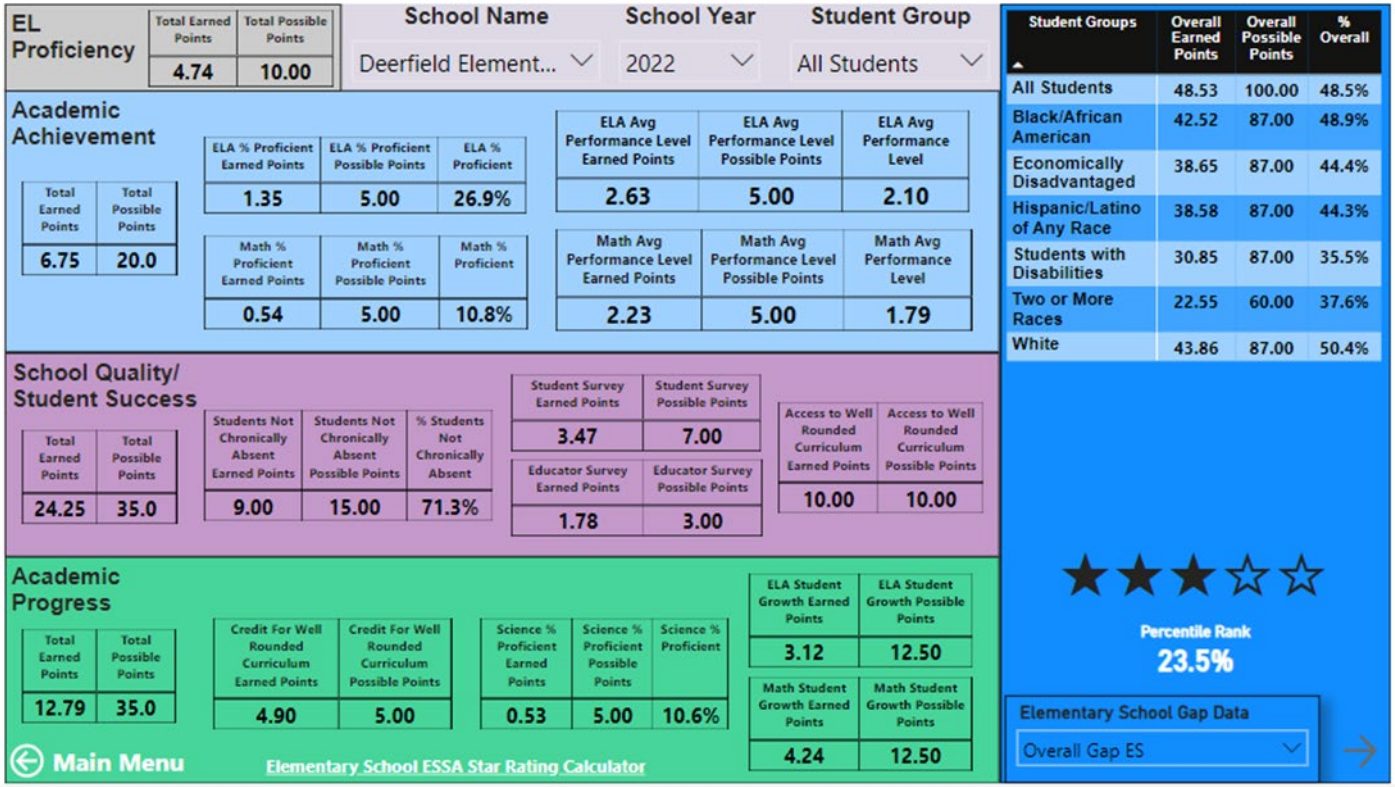
(insert school name): Changes in demographics, funding, staffing, and /or school community			
	OTHER IMPORTANT CHANGES New ESOL teacher to our school (First time with Elementary) New Principal and assistant Principal to the building. 2023-2024 28 non-tenured teachers + 1 substitute in previously held position First-Year Teachers: 10 Second-Year Teachers: 6 Third-Year Teachers: 12 (Conditionally Certified Teachers = 8)		Amadelis Mattei — Title I Spanish Family Liaison Lisa Redding Instructional Coach — Non-tenured teachers (All grade levels, PreK-5th)
d. School Community (business openings/closings, new housing, mobility, community initiatives)	- -Our community has been relatively unchanged over the past year. - We have not had any new neighborhoods added. - Community businesses have been relatively unchanged.	**We have continued our working partnership with local business such as: Food Lion, Chick-fil-a, Shoprite, Sheetz, Harford County Public Library.** **We have food being donated to families in need.**	• Continue to work with our community to stay up to date on any changes. • Work with community partners in steering meetings and surveys to continue grow stronger partnerships. • CARE team meets bi-weekly to discuss student and family needs and partners families with community resources to help fulfill needs.

<table>
<tr><th></th><th>(insert school name): Changes in demographics, funding, staffing, and /or school community</th><th></th><th></th></tr>
<tr><td>e. Homeless Families</td><td><table><tr><td>Homelessness</td><td>20-21</td><td>21-22</td><td>22-23</td></tr><tr><td></td><td>4</td><td>7</td><td>2</td></tr></table></td><td></td><td>Continue to work with the Pupil Person Worker for our area.
Utilize Title I Teacher Specialist and the Community Specialist to assist with resources.
Work with the Title I Homeless Liaison
Students will be monitored by, mental health team, SST, Deerfield Care team
Universal Breakfast and free lunch for qualifying students. (Grant received for all students to receive free lunch)</td></tr>
<tr><td>f. School Culture (student and adults)
Assurance B.2.2.2</td><td>Most staff reported feeling supported and are satisfied with the school culture.</td><td></td><td>Continue to use PBIS to promote a positive culture in the school.</td></tr>
<tr><td>g. Behavior</td><td>Behavioral data will be tracked and analyzed during the 2023-2024 school year.
Behavior referrals are trending in a positive direction over previous years.</td><td>Two new administrators to the building. (Principal and AP)
Students coming from foster families and challenging home lives.</td><td>At the beginning of the year our students start the year with “boot camp”. This helps our students get adjusted back to the school environment and will set them up with the skills for a successful school year.
Teachers ae provided with professional development on “Zones of Regulation”
Students will be provided “Zones of Regulation” lessons to help identify and cope with emotions.
Student leaders are selected to help mentor younger students.
Teachers will be paired with students for a “check-in/ check-out” program.</td></tr>
</table>

(insert school name): Changes in demographics, funding, staffing, and /or school community			
			• Administration is recognizing Distinguished Dolphin for students that are showing the Deerfield Core 4
h. Reading Data	**Deerfield Data is below the county average.**	Students coming from homes that do not have academic support at home. **Covid could still have an impact on what students learned in the past and falling behind.**	• Title I Funds and Community School funds are used to support teachers. (See Chart in the Staffing section. Section A and Section. C) • Students in the red or yellow area of testing are provided with an intervention. **Assurance B.2.3.1** • Data will be discussed during grade level meetings, ILT meetings, and SPA meetings to discuss strengths and needs.
i. Math Data	**Deerfield Data is below the county average.**	**Covid could still have an impact on what students learned in the past and falling behind.**	• Title I Funds and Community School funds are used to support teachers. (See Chart in the Staffing section. Section A and Section. C) • Students in the red or yellow area of testing are provided with an intervention. **Assurance B.2.3.1** • Data will be discussed during grade level meetings, ILT meetings, and SPA meetings to discuss strengths and needs.
j. Targeted Subgroup: (insert name)	**Students with Disabilities** **100 students are in our targeted group.**	**Students with disabilities are underperformin g on state assessments.**	• Students will receive intervention services. • Specialists will work with teachers to help build teacher capacity. • Professional development for Special Educators and General educators.

Disaggregated BOY 2023 Data for Targeted Student Groups (Assurance B.2.2.5)

Insert Data Charts Below



EL Proficiency

Total Earned Points	Total Possible Points
4.74	10.00

School Name: Deerfield Element... | School Year: 2022 | Student Group: All Students

Academic Achievement

Total Earned Points	Total Possible Points
6.75	20.0

ELA % Proficient Earned Points	ELA % Proficient Possible Points	ELA % Proficient
1.35	5.00	26.9%

ELA Avg Performance Level Earned Points	ELA Avg Performance Level Possible Points	ELA Avg Performance Level
2.63	5.00	2.10

Math % Proficient Earned Points	Math % Proficient Possible Points	Math % Proficient
0.54	5.00	10.8%

Math Avg Performance Level Earned Points	Math Avg Performance Level Possible Points	Math Avg Performance Level
2.23	5.00	1.79

School Quality/ Student Success

Total Earned Points	Total Possible Points
24.25	35.0

Students Not Chronically Absent Earned Points	Students Not Chronically Absent Possible Points	% Students Not Chronically Absent
9.00	15.00	71.3%

Student Survey Earned Points	Student Survey Possible Points
3.47	7.00

Educator Survey Earned Points	Educator Survey Possible Points
1.78	3.00

Access to Well Rounded Curriculum Earned Points	Access to Well Rounded Curriculum Possible Points
10.00	10.00

Academic Progress

Total Earned Points	Total Possible Points
12.79	35.0

Credit For Well Rounded Curriculum Earned Points	Credit For Well Rounded Curriculum Possible Points
4.90	5.00

Science % Proficient Earned Points	Science % Proficient Possible Points	Science % Proficient
0.53	5.00	10.6%

ELA Student Growth Earned Points	ELA Student Growth Possible Points
3.12	12.50

Math Student Growth Earned Points	Math Student Growth Possible Points
4.24	12.50

Main Menu

Elementary School ESSA Star Rating Calculator

Student Groups	Overall Earned Points	Overall Possible Points	% Overall
All Students	48.53	100.00	48.5%
Black/African American	42.52	87.00	48.9%
Economically Disadvantaged	38.65	87.00	44.4%
Hispanic/Latino of Any Race	38.58	87.00	44.3%
Students with Disabilities	30.85	87.00	35.5%
Two or More Races	22.55	60.00	37.6%
White	43.86	87.00	50.4%

★★★☆☆

Percentile Rank
23.5%

Elementary School Gap Data
Overall Gap ES

SPA SUMMER SNAPSHOT

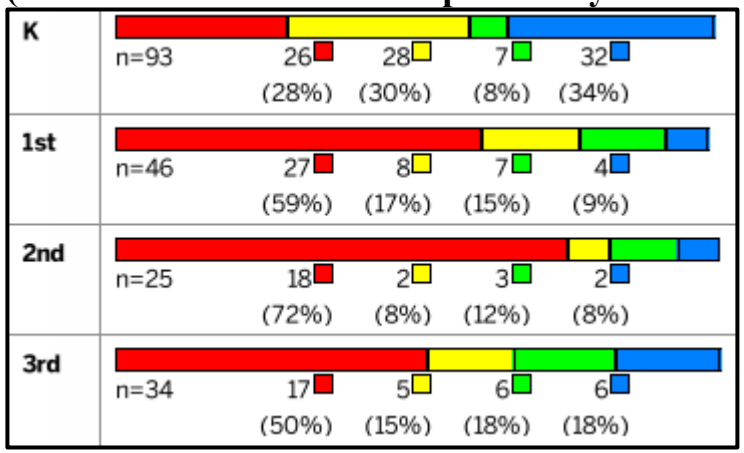
(Assurance B.2.2.1 and Assurance B.2.3.1)

SPA: Summer Interval (June-August due by 9/29/23)		
Focus Area #1 *Capture big ideas from Spring and Summer.* • Link to Fall Interval • Link to Winter Interval • Link to Spring Interval	*Description/Ideas* • *Big ideas and reflections* • *Strategic Ideas* • *Critical Needs* • *Annual or multi-year goals*	Literacy • Over 70% of all students tested below proficient on the ELA assessment. • Qualifying students will be placed in a matching intervention.

		• Small group instruction will be utilized. • ***MCAP ELA assessment will need to increase by 22.4 percentage points over the next three years***
Focus Area # 2 *Capture big ideas from Spring and Summer.* • Link to Fall Interval • Link to Winter Interval • Link to Spring Interval	*Description/Ideas* • *Big ideas and reflections* • *Strategic Ideas* • *Critical Needs* • *Annual or multi-year goals*	Mathematics • Over 80% of all students tested below proficient on the Math MCAP assessment. • Differentiation strategies (Part 3 of lessons) including stations/centers rotation. • MCAP Math assessment will need to increase by 33.6 percentage points over the next three years. • Students need to build their capacity for Numbers and Operations.
Focus Area #3: Click here to copy a "Focus Area #3" charts to add to the plan. • Optional/as applicable *Schools may elect to include a third focus area or an Executive Director/Director may direct a school to include as applicable.*	*Description/Ideas* • *Big ideas and reflections* • *Strategic Ideas* • *Critical Needs* • *Annual or multi-year goals*	
Other Notes (as applicable)	*Schools can utilize this space to include summarized notes or hyperlinks to connected work for school improvement that may be indirectly connected to the Focus Areas. Examples include but are not limited to Wellness, PBIS, or Community School Plans.*	

FOCUS AREA #1

SPA: Fall Interval (September-November due by 12/15/23)		
Note: Use the strikethrough, highlight, or different colors to show revisions throughout the interval. Do not delete/remove as the SPA plan is a living/working document.		
Focus Area #1		Literacy
North Star Attribute(s)		Reader/ Writer
Data **(Assurance B.2.2.1)** *Reference sample data links below*	• *Beginning of interval*	**Beginning of the year DIBELS data for Grades K-3 (SWD data not included as per Ready to Read Act)**



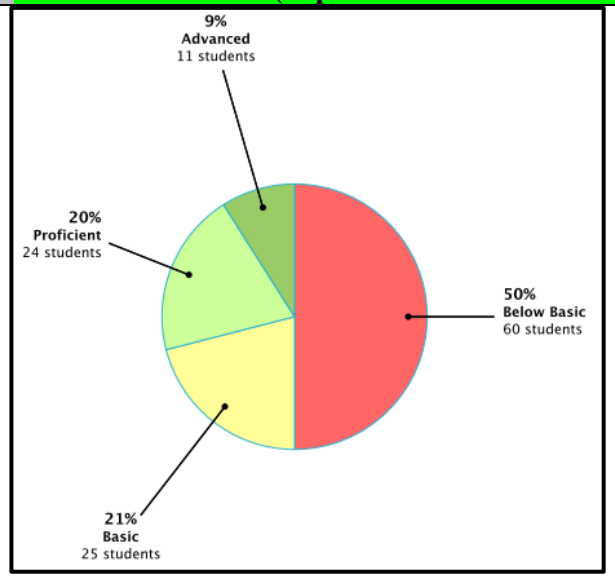
Students with Disabilities DIBELS data for Grades K-3

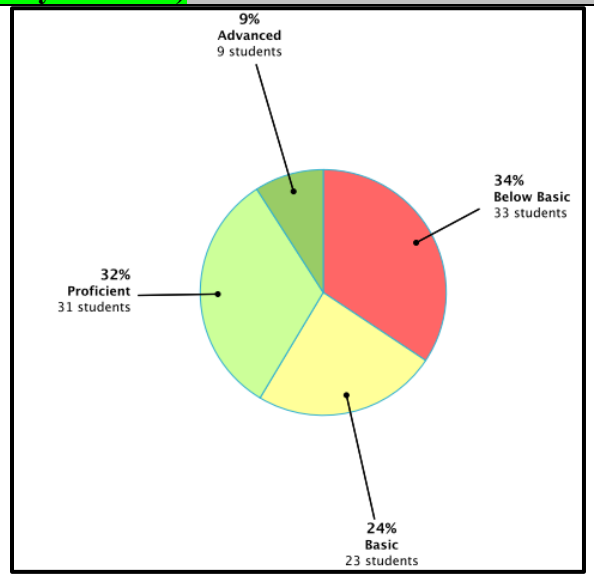
	Red	Yellow	Green	Blue
K	1/6 = 17%	4/6 = 66%	0/6 = 0%	1/6 = 17%
1	10/12 = 83%	2/12 = 17%	0/0 = 0%	0/0 = 0%
2	8/9 = 89%	1/9 = 11%	0/0 = 0%	0/0 = 0%
3	4/13 = 31%	2/13 = 15%	5/13 = 39%	2/13 = 15%

Beginning of the year Reading Inventory (RI) data for Grades 4-5 (SWD data is included in these figures)

Grade 4 **Grade 5**

SPA: Fall Interval (September-November due by 12/15/23)





Students with Disabilities RI data for Grades 4-5

	Red	Yellow	Green	Blue
4	20/22 = 90%	1/22 = 5%	1/22 = 5%	0/0 = 0%
5	11/14 = 79%	1/14 = 7%	2/14 = 14%	0/0 = 0%

- *End of interval*
- *Losses/gains*
- (Assurance , B.2.2.6, B.2.3.3)

Targeted Student Group(s)
(Assurance B.2.2.5)
- *Equity gaps*
- *ESSA, TSI/CSI (as applicable)*

- SWD (see objective below)

SPA: Fall Interval (September-November due by 12/15/23)		
Objectives (Assurance B.2.2.6) • *Specific and measurable* • *School-wide and/or department/grade level*		***Long Term Goal for ALL Students: The percentage of ALL students scoring proficient or above on the MCAP ELA assessment will increase by 22.4 percentage points over the next three years , from a baseline of 26.9% to a target of 49.3% in school year 2025-2026 which aligns to our ESSA annual target by SY 2025-2026.*** ***Long Term Goal for SWD Student Group: The percentage of SWD scoring proficient or above on the MCAP ELA assessment will increase by 29.1 percentage points over the next three year, from a baseline of 0% to a target of 29.1% in school year 2025-2026 which aligns to our ESSA annual target by SY 2025-2026.*** • ~~By the end of FY SY24 SWD scoring proficient or above on the Dibels reading assessment in grades K-2 will reach or exceed ____%.~~ ~~(11-15-23) 17/44= 38%~~ • ~~By the end of FY SY24 SWD scoring proficient or above on the Reading Inventory assessment in grades 3-5 will reach or exceed ___%.~~ ~~(11-15-23) 5/49= 10%~~ By the end of the 2023-2024 school year we will decrease the number of students with disabilities receiving intensive support.
Action Plan and Progress Monitoring: To Support Implementation *SPA Equity Guidance* (Assurance B.2.3.1) Action Plan for Reading with Tiers	*Specific strategies connected to the objectives and monitored* (Assurance B.2.3.1)	• Tier 1: Specialists will support the implementation of Benchmark Advance, our core reading program, by holding 2 collaborative planning sessions a month to unpack units & discuss instructional strategies with grade level teams; specialists will provide ongoing planning support to individual teachers as needed. • Tiers 2 & 3: Students who score in the red range (at risk) will be placed in formal intervention programs; their progress will be monitored monthly using the DIBELS assessment; intervention groups will remain flexible based on the progress students make. (SWD will receive tier 2 and 3 strategies) • Specialists meet regularly together and with paraeducators and special educators to ensure student intervention programs are being implemented with fidelity and demonstrating effectiveness; changes are made as needed based on monthly progress monitoring results.

SPA: Fall Interval (September-November due by 12/15/23)		
Example - Deerfield 2021-2022 Action Plan for Writing with Tiers Example - Deerfield 2021-2022 Action Plan for Problem Solver with Tiers Example - Deerfield 2021-2022	*Access and Equity Considerations*	• We opted to participate in the pilot adoption of Benchmark Advance. Part of this decision was driven by the lack of background knowledge and vocabulary deficits we often see in our students. Benchmark Advance is strong in these areas, which we hope will result in increased student achievement. • We strive to consider access & equity when purchasing at home learning materials for families to take home from our school events. • We consider the composition of our student body when selecting books to ensure all students see themselves in the books they are able to access at school.
	Professional Learning Connections (Assurance B.2.3.1)	• 2 second grade teachers attended Fundations Level 1 training; 1 literacy specialist attended Fundations Level 2 training • 2 specialists attended an IStation refresher training • 1 reading specialist and 2 special educators completed OG Plus training • All teachers and specialists in Grades K-5 attended a professional development session with a Benchmark Advance staff developer • Additional instructional strategies & professional development are shared as part of collaborative planning sessions with classroom teachers and specialists
	Family Engagement/Home Connections (Assurance B.2.4)	• Any student who is considered at risk and/or enrolled informal intervention programs were provided a letter to notify their families. • A Books and Breakfast event is held for each grade level; the goal of this event is to share the love of reading with Deerfield families and provide at-home reading materials for students. • Family Reading Night and the Scholastic Book Fair are held in the spring to provide an additional opportunity for families to purchase at-home reading materials and engage in fun reading activities. • The Pre-K Book Club is an incentive for parents and students to read together ten times each month. Students turn in a reading log and receive a book connected to the PIE unit for that month. • Judy Center provides PreK and Kindergarten with books to take home throughout the year. • Judy Center sends home bags of activities and materials to work on during extended breaks throughout the year •

SPA: Fall Interval (September-November due by 12/15/23)		
		• (SUGGESTION: Providing templates or questions to send home so parents can engage with a student's academics. (For example: if you send home a book, send home questions a parent can ask the student that are specific to that book, if possible) SORA
Next Step(s) into Winter Interval • *Big ideas/reflections captured during and/or at the end of an interval through progress monitoring, sub-team meetings, and/or SPA team meetings.* *(Assurance B.2.3.4)*		
Return to top.		

Insert all data monitoring charts connected to the Goal

DIBLES (SWD)	Red	Yellow	Green or Higher
Kindergarten	1/6	4/6	1/6
1st	10/21	2/21	8/21
2nd	9/17	0/17	8/17
3rd	8/13	3/13	2/13

Reading Inventory (SWD)	Red	Yellow	Green or Higher
4th	20/22	1/22	1/22
5th	11/14	1/14	2/14

(Assurance B.2.3.3)

Reading Data Chart Example - Bakerfield 2021-2022

Reading Data Chart Example - Deerfield 2021-2022

Writing Data Chart Example - Bakerfield 2021-2022

Problem Solver Data Chart Example - Bakerfield 2021-2022

Problem Solver Data Chart - Deerfield 2021-2022

SPA: Winter Interval (December-February due by 2/23/24)		
Note: Use the strikethrough, highlight, or different colors to show revisions throughout the interval. Do not delete/remove as the SPA plan is a living/working document.		
Focus Area #1		
North Star Attribute(s)		
Data **(Assurance B.2.2.1)** *Reference sample data links below*	• *Beginning of interval*	
	• *End of interval* • *Losses/gains* • (Assurance B.2.2.6 and B.2.3.3)	
Targeted Student Group(s) **(Assurance B.2.2.5)** • *Equity gaps* • *ESSA, TSI/CSI (as applicable)*		
Objectives (Assurance B.2.2.6) • *Specific and measurable* • *School-wide and/or department/grade level*		
Action Plan and Progress Monitoring: To Support Implementation *SPA Equity Guidance* (Assurance B.2.3.1) Action Plan for Reading with Tiers Example - Deerfield 2021-2022 Action Plan for Writing with Tiers Example - Deerfield 2021-2022	*Specific strategies connected to the objectives and monitored* (Assurance B.2.3.1)	
	Access and Equity Considerations	
	Professional Learning Connections (Assurance B.2.3.1)	
	Family Engagement/Home Connections (Assurance B.2.4)	

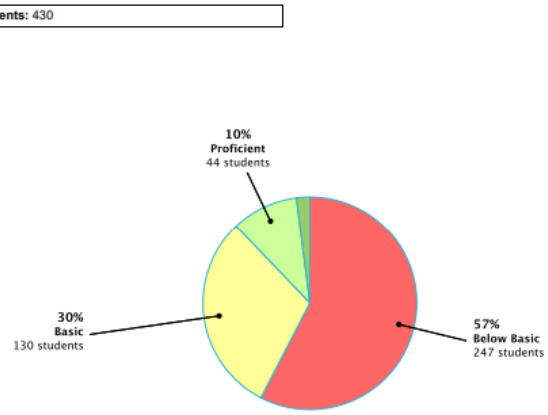
SPA: Winter Interval (December-February due by 2/23/24)		
Action Plan for Problem Solver with Tiers Example - Deerfield 2021-2022		
Next Step(s) into Winter Interval • *Big ideas/reflections captured during and/or at the end of an interval through progress monitoring, sub-team meetings, and/or SPA team meetings.* *(Assurance B.2.3.4)*		
Return to top.		

SPA: Spring Interval (March- June due by 6/7/24)		
Note: Use the strikethrough, highlight, or different colors to show revisions throughout the interval. Do not delete/remove as the SPA plan is a living/working document.		
Focus Area #1		
North Star Attribute(s)		
Data **(Assurance B.2.2.1)** *Reference sample data links below*	• *Beginning of interval*	
	• *End of interval* • *Losses/gains* • (Assurance B.2.2.6 and B.2.3.3)	
Targeted Student Group(s) **(Assurance B.2.2.5)** • *Equity gaps* • *ESSA, TSI/CSI (as applicable)*		
Objectives (Assurance B.2.2.6) • *Specific and measurable* • *School-wide and/or department/grade level*		
Action Plan and Progress Monitoring: To Support Implementation *SPA Equity Guidance* (Assurance B.2.3.1) Action Plan for Reading with Tiers Example - Deerfield 2021-2022 Action Plan for Writing with Tiers Example - Deerfield 2021-2022	*Specific strategies connected to the objectives and monitored* (Assurance B.2.3.1)	
	Access and Equity Considerations	
	Professional Learning Connections (Assurance B.2.3.1)	
	Family Engagement/Home Connections (Assurance B.2.4)	

SPA: Spring Interval (March- June due by 6/7/24)		
Action Plan for Problem Solver with Tiers Example - Deerfield 2021-2022		
Next Step(s) into Summer Planning and Fall Interval *(Assurance B.2.3.4)*	*Big ideas/reflections captured during and/or at the end of an interval through progress monitoring, sub-team meetings, and/or SPA team meetings to guide planning for fall interval.*	
	Big take-aways for planning summer interval.	
	Reflection on full school year as it connects to long-term, multi-year planning.	
Return to top.		

FOCUS AREA #2

SPA: Fall Interval (September-November due by 12/15)		
Note: Use the strikethrough, highlight, or different colors to show revisions throughout the interval. Do not delete/remove as the SPA plan is a living/working document.		
Focus Area #2		Mathematics
North Star Attribute(s)		Problem Solver
Data **(Assurance B.2.2.1)** *Reference sample data links below*	• *Beginning of interval*	DFES Proficiency Summary Report for Grades 2-5, Fall 23 MI Administration



Grade 1 Math Benchmark Fall 23 Administration

				KOAA1	KOAA2	1OAA1	KCCC7	KOAA2	1OAA1	KOAA4	KCCA2	KOAA3	KCCB4	1OAC5	1OAC5
		70.0%		1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	1-9	1-10	1-11	1-12
Student Name	Teacher	Test%	PE/PP	64.5%	80.6%	73.1%	88.0%	73.1%	53.3%	56.1%	79.6%	69.4%	78.7%	73.1%	67.1%

Kindergarten SNAP Fall 23 Administration

Student Name	Teacher	32.0%	Column3	FNWS	BNWS	NID	Add	FinPat	SpPat
Student Name		st Score %	PE/PP	32.3%	17.2%	29.4%	15.0%	45.8%	52.8%

	• *End of interval* • *Losses/gains* • (Assurance B.2.2.6 and B.2.3.3)	

SPA: Fall Interval (September-November due by 12/15)		
Targeted Student Group(s) **(Assurance B.2.2.5)** • *Equity gaps* • *ESSA, TSI/CSI (as applicable)*		• SWD
Objectives (Assurance B.2.2.6) • *Specific and measurable* • *School-wide and/or department/grade level*		• ***Long Term Goal: The percentage of ALL students scoring proficient or above on the MCAP Math assessment will increase by 33.6 percentage points over the next three years, from a baseline of 10.8% to a target of 44.4% in school year 2025-2026 which aligns to our ESSA annual target by SY 2025-2026.*** • ***Long Term Goal for SWD: The percentage of SWD scoring proficient or above on the MCAP Math Assessment will increase by 26.9% over the next three years, from a baseline of 0% to a target of 26.9% in the school year of 2025-2026 which aligns to our ESSA annual target by SY 2025-2026. – 9% per year*** • ~~By the end of FY24 SWD scoring proficient or above on the Math Topic Assessment will be 9%~~ November 15, 2023- 51% of the Tests have been proficient or higher. • By the end of SY24 SWD will show growth with Number and Operation standards.
Action Plan and Progress Monitoring: To Support Implementation *SPA Equity Guidance* (Assurance B.2.3.1) Action Plan for Reading with Tiers Example - Deerfield 2021-2022	*Specific strategies connected to the objectives and monitored* (Assurance B.2.3.1)	• Tier 1 instruction will adhere to HCPS mathematics implementation guide using accompanying course/assessment notes and considerations. Teams will meet collaboratively around math topic planning and data analysis following assessments. All classes will differentiate using small groups and/or math centers/stations to differentiate to meet needs of all learners. All classes will use a number sense routine daily to support numeracy goals. • Tier 2 and Tier 3 will participate in specific intervention as needed using the MDIS (Black Box); Dreambox; Do the Math Modules; and specific lessons aligned through SNAP progressions/Teaching Number. • Specific groups are being established for interventions at each grade level. We are challenged by the high number of students who are experiencing learning gaps for their grade level. Space, time, and personnel is not always available for the number of groups needed. Specialists are working with teachers to provide scaffolded support for Tier 1 to make material more accessible across students. Special educators are addressing IEP goals and intervention needs when possible.

SPA: Fall Interval (September-November due by 12/15)		
Action Plan for Writing with Tiers Example - Deerfield 2021-2022 Action Plan for Problem Solver with Tiers Example - Deerfield 2021-2022	*Access and Equity Considerations*	• Teachers/students will access math curriculum via the Savvas learning platform and through the Canvas LMS. Multiple opportunities and exposure will be provided to engage with electronic platforms for learning; practicing; and assessing progress. • Continue to provide activities that support math instruction through family engagement events and packets/materials/resources for parents/families. (Ex: 1st grade Learn with Me provided resource packets) (Intervention packets …)
	Professional Learning Connections (Assurance B.2.3.1)	• Math collaborative planning times will continue to be used for professional development at specific grade levels around math focus standards; curriculum and resources; data collection and analysis; topic/lesson planning and implementation. Grade 4 has experienced a teacher change and specialists have been supporting content instruction here. • Grade level number sense routines were introduced at K and grade 1 by the math office and grades 2-5 MCAs were shared. • Differentiation strategies (Part 3 of lessons) including stations/centers rotation shared at faculty meeting. (Suggestion PD on Dreambox implementation/use of reports, Make and Take for Number Sense and Mental Math, guided math stations) • Special educators receive focused connections to math instruction via team and meetings with specialist. • *Dolphins Do Math* newsletter is published monthly sharing specific goals, links, and ongoing information/resources related to math instruction and assessments.
	Family Engagement/Home Connections (Assurance B.2.4)	• Teachers continue to support math learning through the Savvas platform as imported into their Canvas courses. Teachers share pertinent school/home connection topic letters (English/Spanish) with their families through their Class Dojo announcements and stories. Students can access Dreambox for continued personalized learning and intervention. • The Math Trunk or Treat Family School Event allowed for fun and connections around math initiatives and games and supplies were distributed. Students and families had opportunities to participate in some math games and estimation stations as well during the event. • Grades K, 1, and 2 held *Learn with Me* events with math as a focus.
Next Step(s) into Winter Interval • *Big ideas/reflections captured during and/or at the end of an interval through progress monitoring, sub-team meetings, and/or SPA team meetings.*		

SPA: Fall Interval (September-November due by 12/15)	
(Assurance B.2.3.4)	
Return to top.	

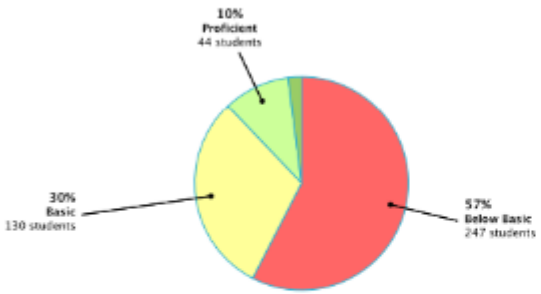
Insert all data monitoring charts connected to the Goal

Number of SWD scoring proficient or higher on each unit assessment.

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
K 6 Students	4/6 66%	3/6 50%	4/6 66%	2/3 66%	2/3 66%
1st 21 Students	16/19 84%	9/17 53%			
2nd 16 Students	4/15 26%	11/15 73%	3/13 23%	2/12 17%	
3rd 12 Students	5/11 45%	7/12 58%	4/9 44%	5/9 55%	
4th 22 Students	8/20 40%	16/19 84%			
5th 14 Students	2/20 10%	9/20 45%	5/20 25%		

DFES Proficiency Summary Report for Grades 2-5, Fall 23 MTI Administration

Total Students: 430



Grade 1 Math Benchmark Fall 23 Administration

				KOAA1	KOAA2	1OAA1	KCCC7	KOAA2	1OAA1	KOAA4	KCCA2	KOAA3	KCCB4	1OAC5	1OAC5
		70.0%		1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	1-9	1-10	1-11	1-12
Student Name	Teacher	Test%	PE/PP	64.5%	80.6%	73.1%	88.0%	73.1%	53.3%	56.1%	79.6%	69.4%	78.7%	73.1%	67.1%

Kindergarten SNAP Fall 23 Administration

Student Name	Teacher	32.0%	Column3	FNWS	BNWS	NID	Add	FinPat	SpPat
Student Name		st Score %	PE/PP	32.3%	17.2%	29.4%	15.0%	45.8%	52.8%

Grade 2-5 MI Summary

Add Student Filter

Current Grade [2 or 3 or 4 or 5]

Apply swatching

436 students in 2 groups

SMI Quantile
2024-1-Fall
2023-2024

1

		SWD					
1	374	No	52%	32%	11%	2%	2%
2	62	Yes	76%	13%	5%	2%	5%

		Gender					
1	205	F	53%	31%	10%	2%	3%
2	231	M	58%	28%	10%	2%	2%

		Ethnicity					
1	215	African American	66%	26%	7%	1%	1%
2	9	Asian	22%	11%	44%	22%	0%
3	91	Caucasian	44%	32%	13%	3%	8%
4	72	Hispanic	51%	38%	7%	0%	4%
5	49	Multi-Racial	47%	33%	18%	2%	0%

1st Grade Benchmark

Add Student Filter

Current Grade [1] ✖

Apply swatching

111 students in 2 groups

Common Assessments
Mathematics
Mathematics
HCPS MA 01 Benchmark Fall 2023-24
Test Points Earned Score
1

		SWD ▲				
1	89	No	16%	31%	49%	3%
2	22	Yes	23%	18%	55%	5%

		Gender ▲				
1	48	F	19%	21%	60%	0%
2	63	M	16%	35%	43%	6%

		Ethnicity ▲				
1	53	African American	23%	25%	51%	2%
2	1	Asian	0%	100%	0%	0%
3	27	Caucasian	15%	33%	48%	4%
4	16	Hispanic	6%	25%	63%	6%
5	14	Multi-Racial	14%	36%	43%	7%

Add Student Filter

Current Grade [KG] ✖

96 students in 2 groups

Common Assessments
Mathematics
Mathematics
HCPS SNAP Fall 2023-2024
Test Points Earned Score
1

		SWD ▲				
1	89	No	9%	4%	80%	7%
2	7	Yes	14%	0%	71%	14%

		Gender ▲				
1	57	F	7%	4%	82%	7%
2	39	M	13%	5%	74%	8%

		Ethnicity ▲				
1	354	African American	1%	1%	10%	88%
2	10	Asian				
3	162	Caucasian	1%	1%	12%	86%
4	107	Hispanic	1%	0%	9%	90%
5	88	Multi-Racial	1%	0%	14%	85%

SCHOOL PERFORMANCE AND ACHIEVMENT PLAN 2023-2024
HARFORD COUNTY PUBLIC SCHOOLS

(Assurance B.2.3.3)

Reading Data Chart Example - Bakerfield 2021-2022

Reading Data Chart Example - Deerfield 2021-2022

Writing Data Chart Example - Bakerfield 2021-2022

Problem Solver Data Chart Example - Bakerfield 2021-2022
Problem Solver Data Chart - Deerfield 2021-2022

SPA: Winter Interval (December-February due by 2/23/24)		
Note: Use the strikethrough, highlight, or different colors to show revisions throughout the interval. Do not delete/remove as the SPA plan is a living/working document.		
Focus Area #2		
North Star Attribute(s)		
Data **(Assurance B.2.2.1)** *Reference sample data links below*	• *Beginning of interval*	
	• *End of interval* • *Losses/gains* • (Assurance B.2.2.6 and B.2.3.3)	
Targeted Student Group(s) **(Assurance B.2.2.5)** • *Equity gaps* • *ESSA, TSI/CSI (as applicable)*		
Objectives (Assurance B.2.2.6) • *Specific and measurable* • *School-wide and/or department/grade level*		
Action Plan and Progress Monitoring: To Support Implementation *SPA Equity Guidance* (Assurance B.2.3.1) Action Plan for Reading with Tiers Example - Deerfield 2021-2022 Action Plan for Writing with Tiers Example - Deerfield 2021-2022	*Specific strategies connected to the objectives and monitored* (Assurance B.2.3.1)	
	Access and Equity Considerations	
	Professional Learning Connections (Assurance B.2.3.1)	
	Family Engagement/Home Connections (Assurance B.2.4)	

SPA: Winter Interval (December-February due by 2/23/24)		
Action Plan for Problem Solver with Tiers Example - Deerfield 2021-2022		
Next Step(s) into Winter Interval • *Big ideas/reflections captured during and/or at the end of an interval through progress monitoring, sub-team meetings, and/or SPA team meetings.* *(Assurance B.2.3.4)*		
Return to top.		

SPA: Spring Interval (March- June due by 6/7/24)		
Note: Use the strikethrough, highlight, or different colors to show revisions throughout the interval. Do not delete/remove as the SPA plan is a living/working document.		
Focus Area #2		
North Star Attribute(s)		
Data **(Assurance B.2.2.1)** *Reference sample data links below*	• *Beginning of interval*	
	• *End of interval* • *Losses/gains* • (Assurance B.2.2.6 and B.2.3.3)	
Targeted Student Group(s) **(Assurance B.2.2.5)** • *Equity gaps* • *ESSA, TSI/CSI (as applicable)*		
Objectives (Assurance B.2.2.6) • *Specific and measurable* • *School-wide and/or department/grade level*		
Action Plan and Progress Monitoring: To Support Implementation *SPA Equity Guidance* (Assurance B.2.3.1) Action Plan for Reading with Tiers Example - Deerfield 2021-2022 Action Plan for Writing with Tiers Example - Deerfield 2021-2022	*Specific strategies connected to the objectives and monitored* (Assurance B.2.3.1)	
	Access and Equity Considerations	
	Professional Learning Connections (Assurance B.2.3.1)	
	Family Engagement/Home Connections (Assurance B.2.4)	

SPA: Spring Interval (March- June due by 6/7/24)		
Action Plan for Problem Solver with Tiers Example - Deerfield 2021-2022		
Next Step(s) into Summer Planning and Fall Interval *(Assurance B.2.3.4)*	*Big ideas/reflections captured during and/or at the end of an interval through progress monitoring, sub-team meetings, and/or SPA team meetings to guide planning for fall interval.*	
	Big take-aways for planning summer interval.	
	Reflection on full school year as it connects to long-term, multi-year planning.	
Return to top.		

SCHOOL PERFORMANCE AND ACHIEVMENT PLAN 2023-2024
HARFORD COUNTY PUBLIC SCHOOLS

Insert Professional Development Plan (Assurance B.2.3.1)
Professional Development Plan Example - Edgewood 2021-2022

September			October			November		
Date	Format	Purpose	Date	Format	Purpose	Date	Format	Purpose
			2	IC	Observation Process for 1st and 2nd year teachers			
5	FM	CYOA	3	FM	HOPE Training	1	ILT	
6	ILT		4	ILT		3	PD	
			9	IC	Grading Wkshp for Non-Tenured 3rd-5th grade teachers	3	IC	For Non-Tenured Teachers: 1. Report Card Prep PD Follow-Up 2. Office Hours 3. SLO and PDP PD
12	FM	Observation/Evaluation/SLO/PDP	10	FM	(SST)Possible PBIS Choice Sessions?	7	FM	CYOA
			12	Reading				
			13	Reading				
14	SPA	Objectives for focuses	17	FM	CYOA	10	PBIS	DFES Incentives
			18	ILT		14	FM	Pod Meeting
19	FM	EL PD Kick-off	19	PBIS	Feedback/Core 4	15	ILT	
20	ILT		19	ED	(Teacher Directed)	16	SPA	
22	PBIS	Roles and Responsibilities / Choice sessions Planning	20	PD	School Led three hours Choice sessions CICO	21	FM	RELA Office PD with Gideon & Kristen Option GL planning throughout day
22	ED	Paras Roles and Responsibilities				28	FM	CYOA
26	FM	CICO/Freedom Federal/CYOA	24	FM	Stations (reading and math)	29	ILT	
28	IC	Domain Two: Classroom Mgmt for 1st through 3rd year teachers	26	SPA				
			31	FM	CYOA (report card prep)			
			31	IC	Report Card Prep PD for Non-Tenured Teachers			

4TH	CP	Reading (unit unpacking)	2ND	CP	Reading/Writing	6TH	CP	CYOA
11TH	CP	math	9TH	CP	CYOA	13TH	CP	Reading (unit unpacking)
18TH	CP	reading	16TH	CP	Reading (unit unpacking)	20TH	CP	CYOA (optional rdg session with Gideon & Kristen Nov 21)
25TH	CP	CYOA	23RD	CP	Math	27TH	CP	Math
			30TH	CP	CYOA			

December			January			February		
Date	Format	Purpose	Date	Format	Purpose	Date	Format	Purpose
5	FM	EL	2	FM	CYOA	6	FM	Choice Sessions
8	PBIS		3	ILT		8	SPA	
8	ED	Restorative Practices	9	FM	PBIS Recharge	13	FM	RELA Office PD with Gideon & Kristen Option GL planning throughout day
12	FM	Achievement Pod	11	SPA		14	ILT	
13	ILT		12	PBIS		16	PBIS	
14	SPA		12	ED	(Teacher Directed)	16	ED	Achievement Pod
19	FM	CYOA	16	FM	CYOA (report cards)	20	FM	
			17	ILT		27	FM	
						28	ILT	
			23	FM	DSS			
			26	ED	(Teacher Directed)			
			30	FM	Choice Sessions			
			31	ILT				
4TH	CP	Reading (unit unpacking)	1ST	CP	CYOA	5TH	CP	Math
11TH	CP	Math	8TH	CP	Reading (unit unpacking)	12TH	CP	CYOA (optional rdg session with Gideon & Kristen Feb 13)

18TH	CP	CYOA	15TH	CP	CYOA	19TH	CP	Reading (unit unpacking)
			22ND	CP	Math	26TH	CP	CYOA
			29TH	CP	Reading (unit unpacking)			

March			April			May		
Date	Format	Purpose	Date	Format	Purpose	Date	Format	Purpose
						1	ILT	
5	FM		2	FM		7	FM	RELA Office PD with Gideon & Kristen Option GL planning throughout day
			3	ILT		9	SPA	
12	FM		9	FM		14	FM	
13	ILT		11	SPA		15	ILT	
14	SPA		17 W	FM	RELA Office PD with Gideon & Kristen Option GL planning throughout day			
19	FM		17	ILT		21	FM	
22	PBIS		23	FM		24	PBIS	
22	ED	(Teacher Directed)	30	FM		24	ED	(Teacher Directed)
						28	FM	CYOA ~~(report cards)~~
				PBIS		29	ILT	
4TH	CP	Math	1ST	CP	CYOA	6TH	CP	CYOA (optional rdg session with Gideon & Kristen May 7)
11TH	CP	CYOA	8TH	CP	Reading (unit unpacking)	13TH	CP	Math
18TH	CP	Reading (unit unpacking)	15TH	CP	CYOA (optional rdg session with Gideon & Kristen Apr 17)	20TH	CP	CYOA
			22ND	CP	Math	27TH	CP	Reading/Writing

			29TH	CP	Reading (unit unpacking)			

June			July			August		
Date	Format	Purpose	Date	Format	Purpose	Date	Format	Purpose
4	FM							
5	ED	(Teacher Directed)						

Insert SPA Plan at a Glance

SPA Plan at a Glance - Bakerfield 2021-2022

SPA Plan at a Glance Example - Deerfield 2021-2022

Insert Parent SPA Plan at a Glance

Literacy Objective:

- We will build strong readers by:
  - Using phonics and/ or word study patterns to decode unknown words.
  - Providing small group instruction to give more individualized feedback for our students.
  - Providing classroom libraries filled with high interest books.
  - Providing reading interventions for our students that are considered at risk.
  - Providing Teacher Specialist support for our classroom teachers and our students.
  - Providing free books and helpful strategies to our families at literacy focused family engagement activities.

Deerfield's Team Vision

United as a community, we will empower students to take ownership of their future as they strive for success and achievement.

Deerfield Elementary School

Performance and Achievement Plan

At a Glance

2023-2024

Parents are welcomed to comment on the School Performance and Achievement Plan. All comments may be forwarded to Mrs. Meridith Dunlap, at Meridith.Dunlap@hcps.org or (410) 612-1535 You may also comment by scanning the QR code.

Mathematics Objective:

- We will build strong mathematicians by:
  - Focusing on improving fact fluency.
  - Providing small group instruction to give more individualized feedback for our students.
  - Providing Teacher Specialist support for our staff and our students.
  - Providing helpful mathematic strategies to families at math focused family engagement activities.

The School Performance Achievement Plan is aligned with the HCPS North Star initiative. The goal of the Harford County Public Schools North Star initiative is to ensure all students have access to academic opportunities, social-emotional support, and real-world experiences tailored to meet the needs, abilities, and interests of diverse learners so each may graduate with experiences preparing them for success.

SPA Plan at a Glance for Parents Example - Bakerfield 2021-2022
SPA Plan at a Glance for Parents Example - Deerfield 2021-2022
SPA Plan at a Glance Example - Edgewood 2021-2022

23-24 Deerfield SPA at a Glance

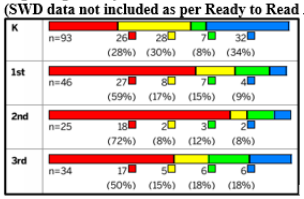
FOCUS AREA #1

Focus Area #1	Literacy
North Star Attribute(s)	Reader/ Writer

Data (Assurance B.2.2.1) *Reference sample data links below*

- *Beginning of interval*

Beginning of the year DIBELS data for Grades K-3 (SWD data not included as per Ready to Read Act)

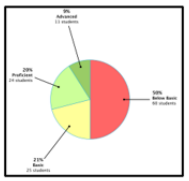


Students with Disabilities DIBELS data for Grades K-3

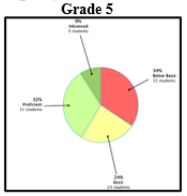
	Red	Yellow	Green	Blue
K	1/6 = 17%	4/6 = 66%	0/6 = 0%	1/6 = 17%
1	10/12 = 83%	2/12 = 17%	0/0 = 0%	0/0 = 0%
2	8/9 = 89%	1/9 = 11%	0/0 = 0%	0/0 = 0%
3	4/13 = 31%	2/13 = 15%	5/13 = 39%	2/13 = 15%

Beginning of the year Reading Inventory (RI) data for Grades 4-5 (SWD data is included in these figures)

Grade 4



Grade 5



23-24 Deerfield SPA at a Glance

Students with Disabilities RI data for Grades 4-5

	Red	Yellow	Green	Blue
4	20/22 = 90%	1/22 = 5%	1/22 = 5%	0/0 = 0%
5	11/14 = 79%	1/14 = 7%	2/14 = 14%	0/0 = 0%

- *End of interval*
- *Losses/gains*
- (Assurance, B.2.2.6, B.2.3.3)

Targeted Student Group(s) (Assurance B.2.2.5)
- *Equity gaps*
- *ESSA, TSI/CSI (as applicable)*

- SWD (see objective below)

Objectives (Assurance B.2.2.6)
- *Specific and measurable*
- *School-wide and/or department/grade level*

Long Term Goal for ALL Students: The percentage of ALL students scoring proficient or above on the MCAP ELA assessment will increase by 22.4 percentage points over the next three years, from a baseline of 26.9% to a target of 49.3% in school year 2025-2026 which aligns to our ESSA annual target by SY 2025-2026.

Long Term Goal for SWD Student Group: The percentage of SWD scoring proficient or above on the MCAP ELA assessment will increase by 29.1 percentage points over the next three years, from a baseline of 0% to a target of 29.1% in school year 2025-2026 which aligns to our ESSA annual target by SY 2025-2026.

- By the end of FY24 SWD scoring proficient or above on the Dibels reading assessment in grades K-2 will reach or exceed %.
- By the end of FY24 SWD scoring proficient or above on the Reading Inventory assessment in grades 3-5 will reach or exceed ___%.

Action Plan and Progress Monitoring: To Support Implementation
SPA Equity Guidance (Assurance B.2.3.1)
Action Plan for Reading with Tiers Example - Deerfield 2021-2022

Specific strategies connected to the objectives and monitored (Assurance B.2.3.1)

- Tier 1: Specialists will support the implementation of Benchmark Advance, our core reading program, by holding 2 collaborative planning sessions a month to unpack units & discuss instructional strategies with grade level teams; specialists will provide ongoing planning support to individual teachers as needed.
- Tiers 2 & 3: Students who score in the red range (at risk) will be placed in formal intervention programs; their progress will be monitored monthly using the DIBELS assessment; intervention groups will remain flexible based on the progress students make.
- Specialists meet regularly together and with paraeducators and special educators to ensure student intervention programs are being implemented with fidelity and demonstrating effectiveness; changes are made as needed based on monthly progress monitoring results.

Access and Equity Considerations

- We opted to participate in the pilot adoption of Benchmark Advance. Part of this decision was driven by the lack of background knowledge and vocabulary deficits we often see in our students. Benchmark Advance is

23-24 Deerfield SPA at a Glance

Action Plan for Writing with Tiers Example - Deerfield 2021-2022

Action Plan for Problem Solver with Tiers Example - Deerfield 2021-2022

strong in these areas, which we hope will result in increased student achievement.
- We strive to consider access & equity when purchasing at home learning materials for families to take home from our school events.
- We consider the composition of our student body when selecting books to ensure all students see themselves in the books, they are able to access at school.

Professional Learning Connections (Assurance B.2.3.1)

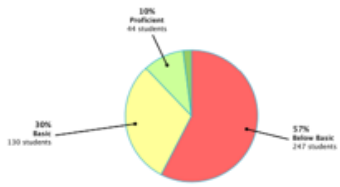
- 2 second grade teachers attended Fundations Level 1 training; 1 literacy specialist attended Fundations Level 2 training.
- 2 specialists attended an IStation refresher training.
- 1 reading specialist and 2 special educators completed OG Plus training.
- All teachers and specialists in Grades K-5 attended a professional development session with a Benchmark Advance staff developer.
- Additional instructional strategies & professional development are shared as part of collaborative planning sessions with classroom teachers and specialists

Family Engagement/Home Connections (Assurance B.2.4)

- Any student who is considered at risk and/or enrolled informal intervention programs were provided a letter to notify their families.
- A Books and Breakfast event is held for each grade level; the goal of this event is to share the love of reading with Deerfield families and provide at-home reading materials for students.
- Family Reading Night and the Scholastic Book Fair are held in the spring to provide an additional opportunity for families to purchase at-home reading materials and engage in fun reading activities.
- The Pre-K Book Club is an incentive for parents and students to read together ten times each month. Students turn in a reading log and receive a book connected to the PIE unit for that month.
- Judy Center provides PreK and Kindergarten with books to take home throughout the year.
- Judy Center sends home bags of activities and materials to work on during extended breaks throughout the year.
-
- (SUGGESTION: Providing templates or questions to send home so parents can engage with a student's academics. (For example: if you send home a book, send home questions a parent can ask the students that are specific to that book, if possible) SORA

23-24 Deerfield SPA at a Glance

FOCUS AREA #2

Focus Area #2		Mathematics
North Star Attribute(s)		Problem Solver
Data (Assurance B.2.2.1) *Reference sample data links below*	• *Beginning of interval*	DFES Proficiency Summary Report for Grades 2-5, Fall 23 MI Administration Total Students: 430  Grade 1 Math Benchmark Fall 23 Administration KOAA1 KOAA2 1OAA1 KCCC7 KOAA2 1OAA1 KOAA4 KCCA2 70.0% 1-1 1-2 1-3 1-4 1-5 1-6 1-7 1-8 Student Name Teacher Test% PE/PP 64.5% 80.6% 73.1% 88.0% 73.1% 53.3% 56.1% 79.6% Kindergarten SNAP Fall 23 Administration Student Name Teacher 32.0% Column3 FNWS BNWS NID Add FinPat Student Name st Score % PE/PP 32.3% 17.2% 29.4% 15.0% 45.8%
	• *End of interval* • *Losses/gains* • (Assurance B.2.2.6 and B.2.3.3)	
Targeted Student Group(s) (Assurance B.2.2.5) • *Equity gaps* • *ESSA, TSI/CSI (as applicable)*		• SWD
Objectives (Assurance B.2.2.6) • *Specific and measurable* • *School-wide and/or department/grade level*		• ***Long Term Goal: The percentage of ALL students scoring proficient or above on the MCAP Math assessment will increase by 33.6 percentage points over the next three years, from a baseline of 10.8% to a target of 44.4% in school year 2025-2026 which aligns to our ESSA annual target by SY 2025-2026.*** • ***Long Term Goal for SWD: The percentage of SWD scoring proficient or above on the MCAP Math Assessment will increase by 26.9% over the next three years, from a baseline of 0% to a target of 26.9% in the school year of 2025-2026 which aligns to our ESSA annual target by SY 2025-2026. – 9% per year*** • By the end of FY24 SWD scoring proficient or above on the Math Topic Assessment will be 9%

23-24 Deerfield SPA at a Glance

Action Plan and Progress Monitoring: To Support Implementation *SPA Equity Guidance* (Assurance B.2.3.1) Action Plan for Reading with Tiers Example - Deerfield 2021-2022 Action Plan for Writing with Tiers Example - Deerfield 2021-2022 Action Plan for Problem Solver with Tiers Example - Deerfield 2021-2022	*Specific strategies connected to the objectives and monitored* (Assurance B.2.3.1)	• Tier 1 instruction will adhere to HCPS mathematics implementation guide using accompanying course/assessment notes and considerations. Teams will meet collaboratively around math topic planning and data analysis following assessments. All classes will differentiate using small groups and/or math centers/stations to differentiate to meet needs of all learners. All classes will use a number sense routine daily to support numeracy goals. • Tier 2 and Tier 3 will participate in specific intervention as needed using the MDIS (Black Box); Dreambox; Do the Math Modules; and specific lessons aligned through SNAP progressions/Teaching Number. • Specific groups are being established for interventions at each grade level. We are challenged by the high number of students who are experiencing learning gaps for their grade level. Space, time, and personnel are not always available for the number of groups needed. Specialists are working with teachers to provide scaffolded support for Tier 1 to make material more accessible across students. Special educators are addressing IEP goals and intervention needs when possible.
	Access and Equity Considerations	• Teachers/students will access math curriculum via the Savvas learning platform and through the Canvas LMS. Multiple opportunities and exposure will be provided to engage with electronic platforms for learning, practicing, and assessing progress. • Continue to provide activities that support math instruction through family engagement events and packets/materials/resources for parents/families. (Ex: 1st grade Learn with Me provided resource packets) (Intervention packets …)
	Professional Learning Connections (Assurance B.2.3.1)	• Math collaborative planning times will continue to be used for professional development at specific grade levels around math focus standards; curriculum and resources; data collection and analysis; topic/lesson planning and implementation. Grade 4 has experienced a teacher change and specialists have been supporting content instruction here. • Grade level number sense routines were introduced at K and grade 1 by the math office and grades 2-5 MCAs were shared. • Differentiation strategies (Part 3 of lessons) including stations/centers rotation shared at faculty meeting. (Suggestion PD on Dreambox implementation/use of reports, Make and Take for Number Sense and Mental Math, guided math stations) • Special educators receive focused connections to math instruction via team and meetings with specialist. • *Dolphins Do Math* newsletter is published monthly sharing specific goals, links, and ongoing information/resources related to math instruction and assessments.
	Family Engagement/ Home Connections (Assurance B.2.4)	• Teachers continue to support math learning through the Savvas platform as imported into their Canvas courses. Teachers share pertinent school/home connection topic letters (English/Spanish) with their families through their Class Dojo announcements and stories. Students can access Dreambox for continued personalized learning and intervention. • The Math Trunk or Treat Family School Event allowed for fun and connections around math initiatives and games and supplies were distributed. Students and families had opportunities to participate in some math games and estimation stations as well during the event. • Grades K, 1, and 2 held *Learn with Me* events with math as a focus.

School/Parent Compact School Parent Compact Example - Bakerfield 2021-2022 School Parent Compact Example - Deerfield 2021-2022

Scan The QR code to provide Feedback

Deerfield Elementary School's 2023-2024 School-Parent Compact

Developed from parent feedback

School's Job

In order to raise student achievement, it is our job to:

- Provide high quality instruction to meet the various needs of all types of learners
- Educators will teach the whole child (academically, behavioral & social/emotional supports)
- Assess students regularly to monitor and adjust instruction based on specific needs
- Build positive & supportive relationships with students and families
- Communicate with parents & value their input on their preferred methods of communication
- Provide day and evening hours for parent teacher conferences
- Be prepared to discuss student progress with parents at conferences and throughout the year both in person and through frequent progress checks
- Have resources available for families who are not fluent in English, so that all parents are able to access information
- Ask for family input on the strengths and needs of each child
- Welcome parental involvement in classrooms by encouraging and providing parents opportunities to volunteer
- Provide opportunities for families to learn new strategies to work with their child at home

Parent's Job

In order to raise student achievement, it is our job to:

- Send my child to school each day prepared to learn with the materials they need –Be mindful of the instructional time my child misses from absences, tardiness, and/or early dismissals
- Build positive & supportive relationships with my child's educator
- Work with my child on their homework, while encouraging independence
- Attend & actively participate in two-way discussions about my child's strengths and needs at conferences. Attend family events throughout the year to support my child's academic achievement
- Have a number, email, or activated class dojo account that is accessible to partake in two–way communications with teachers regarding my child. Update contact information through the office staff if changes are made.
- Be sure my child gets to sleep at a reasonable hour, so they are well rested
- Be open with the school to share concerns and comments about my child's education
- Be receptive to the staff and administration when discussing my child

Student's Job

In order to raise my achievement, it is my job to:

- Follow Deerfield Core 4:
  1. Dependable
  2. Friendly
  3. Engaged
  4. Safe
- Do my BEST everyday
- Hold myself accountable for my actions and recognize that my behavior can positively or negatively affect my academic performance
- Be honest with my teachers and parents about my academic performance and behavior
- Be responsible for making sure flyers, notes & invitations go back and forth from school each week. This will help my parents stay informed. Return any handouts that my parents have completed back to my teacher
- Be aware of my own academic strengths and needs. Ask for help from my teacher and/or parents
- Fulfill my responsibilities by completing my homework and turning my work in on time
- Encourage my family to attend parent engagement events & family nights at Deerfield Elementary

Last Revised: 8.15.23

Deerfield Elementary School's 2023-2024 School-Parent Compact

Desarrollado a partir de los comentarios de los padres

El trabajo de la escuela

Con el fin de aumentar el rendimiento de los estudiantes, es nuestro trabajo:

¨Proporcionar instrucción de alta calidad para satisfacer las diversas necesidades de todo tipo de estudiantes

¨Los educadores enseñarán al niño en su totalidad (apoyos académicos, conductuales y sociales / emocionales)

¨Evaluar a los estudiantes regularmente para monitorear y ajustar la instrucción en función de las necesidades específicas

¨Construir relaciones positivas y de apoyo con los estudiantes y las familias

¨Comunícate con los padres y valora su opinión sobre sus métodos preferidos de comunicación

¨Proporcionar horas diurnas y nocturnas para las conferencias de padres y maestros

¨Prepárese para discutir el progreso de los estudiantes con los padres en conferencias y durante todo el año, tanto en persona como a través de controles frecuentes de progreso

¨Tener recursos disponibles para las familias que no dominan el inglés, para que todos los padres puedan acceder a la información

¨Pida la opinión de la familia sobre las fortalezas y necesidades de cada niño

¨Dar la bienvenida a la participación de los padres en las aulas alentando y brindando a los padres oportunidades para ser voluntarios

¨Brindar oportunidades para que las familias aprendan nuevas estrategias para trabajar con sus hijos en casa

El trabajo de los padres

Con el fin de aumentar el rendimiento de los estudiantes, es nuestro trabajo:

¨Enviar a mi hijo a la escuela todos los días preparado para aprender con los materiales que necesitan – Tenga en cuenta el tiempo de instrucción que mi hijo pierde por ausencias, tardanza y / o despidos tempranos

¨Construir relaciones positivas y de apoyo con el educador de mi hijo

¨Trabaje con mi hijo en su tarea, mientras fomenta la independencia

¨Asistir y participar activamente en discusiones bidireccionales sobre las fortalezas y necesidades de mi hijo en las conferencias. Asistir a eventos familiares durante todo el año para apoyar el rendimiento académico de mi hijo

¨Tener un número, correo electrónico o cuenta de dojo de clase activada que sea accesible para participar en comunicaciones bidireccionales con los maestros con respecto a mi hijo. Actualice la información de contacto a través del personal de la oficina siempre y cuando se realicen cambios.

¨Asegúrese de que mi hijo duerma a una hora razonable para que esté bien descansado

¨Ser abierto con la escuela para compartir inquietudes y comentarios sobre la educación de mi hijo

¨Sea receptivo con el personal y la administración

cuando hable de mi hijo

Scan The QR code to provide Feedback

Trabajo del estudiante

Con el fin de elevar mi logro, es mi trabajo:

¨Sigue el núcleo cuatro :

1. Dependable- Confiable
2. Friendly - Amistoso
3. Engaged- Comprometido
4. Safe - Seguro

¨Haz mi MEJOR esfuerzo todos los días

¨Responsabilizarme por mis acciones y reconocer que mi comportamiento puede afectar positiva o negativamente mi rendimiento académico

¨Sé honesto con mis maestros y padres sobre mi rendimiento académico y comportamiento

¨Sea responsable de asegurarse de que los volantes, notas e invitaciones vayan y vengan de la escuela cada semana. Esto ayudará a mis padres a mantenerse informados. Devuelva cualquier folleto que mis padres hayan completado a mi maestro

¨Sé consciente de mis propias fortalezas y necesidades académicas. Pedir ayuda a mi maestro y/o a mis padres

¨Cumplir con mis responsabilidades completando mi tarea y entregando mi trabajo a tiempo

¨Animar a mi familia a asistir a eventos de participación de los padres y noches familiares en Deerfield Elementary

Última revisión: 15.8.23

HOME OF THE DOLPHINS

Insert Parent and Family Engagement Plan

Harford County Public Schools – Title I
2023-2024

Parent and Family Engagement District & Deerfield Elementary School Plan

Scan the QR to access the HCPS Title 1 website

The Title I Parent and Family Engagement Plan is jointly developed with all stakeholders to build a strong and effective system of family involvement in HCPS to break down barriers that allow greater participation from all families.

Purpose: To establish a strong commitment between communities, families, and Harford County Public Schools (HCPS) in supporting the school environment. The Title 1 Family Engagement procedure is completed to build a strong and effective system of family involvement in HCPS in order to break down barriers that allow greater participation from our families.

Collaborating with our Community

We will support an effective system of family and community involvement in schools by involving parents, family members and community partners to promote and help schools with meaningful and effective partnerships.

United Way	Harford County Health Department	Harford County Community Action Agency
Harford County Public Library	LASOS, Inc.	Judy Center
Community School	Office of Mental Health	Maryland Food Bank
CoC – Continuum of Care	EPICENTER, Edgewood	"755" Organization

Engagement Meetings

We will survey families to determine convenient days of the week and times to hold meetings. Annual meetings will be held where parents will be kept informed about the roles and responsibilities of Title I, Parent's Rights to Be Involved, best practices for parent engagement strategies, and all school initiatives.

Parent & Student Learning

We will support parents by hosting family engagement events for student learning, invite parents to work with the School Performance and Achievement Teams, build capacity for student assessments, provide pertinent home-support materials, and support engagement of Pre-K and K-5 regarding the Maryland's College and Career-Ready Standards.

Parent-Teacher Conferences (Virtual & In-Person)	Back-to-School Night with Community Resource Fair	Regional Parent Trainings and Workshops
Academic Achievement Celebrations	Learn With Me Activities	Reading, Math, Wellness Family Nights
Translated Materials	Parent Workshops Provided by Teacher Specialists	Learning Link, TransAct, TYY Services for Accessibility
	Winter Wonderland	

Communication

We will provide multiple timely communications of information regarding school programs to families. Staff will continuously review parent feedback to make needed adjustments to the Parent and Family Engagement Plan. We will educate school personnel with parental assistance on how to work with parents as equal partners.

Face-to-Face Meetings	Text Messages or Phone Calls	Class Dojo
Newsletters	Email	Blackboard
Home to School Folder	Home Access Center	Social Media Sites
Translated Materials	Learning Link & Other Communication Tools	Title I EL Teacher Specialist / Liaison
Surveys and Feedback	School Website	Flyers

Decision Making

We will involve families in the decision of how the one percent of funds set aside for parent and family engagement is spent.

We will work collaboratively with families to jointly develop:

- The School-Parent Compact
- The Parent and Family Engagement Plan
- The School Performance and Achievement Plan
- All parental involvement funding

Accessibility

We will ensure that information sent to families is in an understandable format and posted to all electronic platforms.

We will maintain high levels of accessibility for all parents by:

- Offering a variety of meeting times
- Maintaining flexibility with the number of meetings
- Providing interpretation services
- Translating documents
- Providing childcare for family events

If the district and schoolwide program plan is not satisfactory to families/parents, submit any comments on the plan to Meridith.Dunlap@hcps.org.

HCPS Title I Supports Strong and Effective Parent and Family Engagement by…

…Building Parent Capacity	…Building School Capacity	…Working with our Community Partners
The Title I Office will: Conduct outreach to all parents and family members of participating children, and implement programs, activities, and procedures for the involvement of parents and family members. Establish expectations and objectives for meaningful parent and family involvement. Seek parent and family input to jointly develop a written parent and family engagement policy that is agreed on with and distributed to parents and family members of participating children. Involve parent and family members in the decisions regarding how funds are allotted for parent and family engagement activities. Build capacity by providing materials and training to parents through workshops and the Title I website. This includes information about Title I, state and local assessments, academic standards, and strategies to support their child at home to increase student achievement. Coordinate and integrate parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate. Conduct with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: • barriers to greater participation by parents; • the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; • strategies to support school and family interactions; • use findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. Provide parents with a list of upcoming parent and family engagement workshops offered at the school and district level.	***The Title I Office will:*** Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Educate school personnel (teachers, specialized instruction support personnel, principals, and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	***The Title I Office will collaborate with various businesses, agencies, and outside programs to:*** Provide parents with materials, training, incentives, and resources from various social service organizations to enhance their knowledge of opportunities available to them. Reach parents and family members at home, in the community and the school. In an effort to reach all families, the Title I Office makes sure to continuously reach out to our homeless families to offer support and get input based on their needs. In addition to the commitment and expectations found in the Parent & Family Engagement plan at each Title I school and the Harford County Public School's Parent & Family Engagement Policy and Regulation, the Title I Office agrees to implement the following Title I law requirements as documented in the Every Student Succeeds Act. All parent and family engagement plans are reviewed, evaluated, and updated annually in a joint effort between parents and educators as part of the Parent & Family Engagement meetings.

If the district program plan is not satisfactory to families/parents of HCPS Title 1, submit any comments on the plan to Chelsea.Davies@hcps.org.

Escuelas Públicas del Condado de Harford – Título I
2023-20234
Distrito de Participación de Padres y Familias Deerfield Elementary Escolar

Escanee el QR para acceder el HCPS Título 1 sitio

El Plan de Participación de padres y familias del Título I se desarrolla juntamente con todas las partes interesadas para construir un sistema sólido y efectivo de participación familiar en HCPS para romper las barreras que permiten una mayor participación de todas las familias.

Propósito: Establecer un fuerte compromiso entre las comunidades, las familias y las Escuelas Públicas del Condado de Harford (HCPS) en el apoyo al entorno escolar. El procedimiento de Participación Familiar del Título 1 se completa para construir un sistema fuerte y efectivo de participación familiar en HCPS con el fin de romper las barreras que permiten una mayor participación de nuestras familias.

Collaborando con nuestra Comunidad

Apoyaremos un sistema eficaz de participación de la familia y la comunidad en las escuelas mediante la participación de los padres, los miembros de la familia y los socios de la comunidad para promover y ayudar a las escuelas con asociaciones significativas y efectivas.

United Way	Departamento de Salud del Condado de Harford	Agencia de Acción Comunitaria del Condado de Harford
Biblioteca Pública del Condado de Harford	Programa de preparación del Título I	Centro Judy
Escuela Comunitaria	LASOS	Epicenter
CoC	Chick-Fil-a	"755" Organization

Reuniones de compromiso

Encuestaremos a las familias para determinar los días convenientes de la semana y los horarios para celebrar reuniones. Los padres serán informados sobre los roles y responsabilidades del Título I, los Derechos de los Padres a Participar, las mejores prácticas para las estrategias de participación de los padres y todas las iniciativas escolares.

Aprendizaje de padres y estudiantes

Apoyaremos a los padres organizando eventos de participación familiar para el aprendizaje de los estudiantes, invitaremos a los padres a trabajar con los Equipos de Rendimiento y Logro Escolar, desarrollaremos la capacidad para las evaluaciones de los estudiantes, proporcionaremos materiales pertinentes de apoyo en el hogar y apoyaremos la participación de Pre-K y K-5 con respecto a los Estándares de Preparación para la Universidad y la Carrera de Maryland.

Conferencias de Padres y Maestros	Noche de regreso a clases	Capacitación regional para padres
Celebraciones de Logros Académicos	Libros y Desayuno	Noche de lectura
Noche de Matemáticas	Feria de Bienestar de Deerfield	País de las maravillas invernal

Comunicación

Proporcionaremos múltiples comunicaciones de información a las familias y revisaremos continuamente los comentarios de los padres para hacer los ajustes necesarios al Plan de Participación de los Padres y la Familia..

Reuniones cara a cara	Mensajes de texto	Llamadas
Boletines	Correo electrónico	Folletos y etiquetas de recordatorio
Inicio/Carpeta de la escuela	Centro de acceso al hogar	Sitios de redes sociales
Class Dojo		

Toma de decisiones

Involucraremos a las familias en la decisión de cómo se gasta el uno por ciento de los fondos reservados para la participación de los padres y la familia.

Trabajaremos en colaboración con las familias para desarrollar conjuntamente:

1. El Pacto Escuela-Padre
2. El Plan de Participación de los Padres y la Familia
3. El Plan de Rendimiento y Rendimiento Escolar
4. Toda la financiación de la participación de los padres

Accesibilidad

Nos aseguraremos de que la información enviada a las familias esté en un formato comprensible y se publique en todas las plataformas electrónicas.

Mantendremos altos niveles de accesibilidad para todos los padres al:

1. Ofrecer una variedad de horarios de reunión
2. Mantener la flexibilidad con el número de reuniones
3. Ofrecer servicios de interpretación
4. Traducción de documentos
5. Proporcionar cuidado infantil para eventos familiares
6. Proporcionar transporte para conferencias de padres / maestros

Si el plan del programa del distrito y de toda la escuela no es satisfactorio para las familias / padres, envíe cualquier comentario sobre el plan a Meridith.Dunlap@hcps.org.

El Título I de HCPS apoya la participación sólida y efectiva de los padres y la familia al ...

...Desarrollo de la capacidad de los padres	... Desarrollo de la capacidad escolar	... Trabajar con nuestros socios comunitarios
La Oficina del Título I: Llevar a cabo actividades de divulgación a todos los padres y familiares de los niños participantes, e implementar programas, actividades y procedimientos para la participación de los padres y miembros de la familia. Establecer expectativas y objetivos para la participación significativa de los padres y la familia. Busque la opinión de los padres y la familia para desarrollar conjuntamente una póliza escrita de participación de los padres y la familia que se acuerde y se distribuya a los padres y familiares de los niños participantes. Involucre a los padres y miembros de la familia en las decisiones sobre cómo se asignan los fondos para las actividades de participación de los padres y la familia. Desarrollar la capacidad proporcionando materiales y capacitación a los padres a través de talleres y el sitio web del Título I. Esto incluye información sobre el Título I, evaluaciones estatales y locales, estándares académicos y estrategias para apoyar a sus hijos en el hogar para aumentar el rendimiento estudiantil. Coordinar e integrar las estrategias de participación de los padres y la familia con otras leyes y programas federales, estatales y locales relevantes, en la medida en que sea factible y apropiado. Llevar a cabo con la participación de los padres una evaluación anual del contenido y la eficacia de la póliza de participación de los padres que aborde: 1. barreras a una mayor participación de los padres; 2. las necesidades de los padres y los miembros de la familia para ayudar con el aprendizaje de sus hijos, incluida la participación con el personal de la escuela y los maestros; 3. estrategias para apoyar las interacciones entre la escuela y la familia; 4. utilizar los resultados de la evaluación para diseñar/revisar la póliza/plan que incorpore estrategias basadas en la evidencia para una participación más efectiva de los padres. Provide parents with a list of upcoming parent and family engagement workshops offered at the school and district level.	***La Oficina del Título I:*** Proporcionar asistencia a los padres / familias para comprender los estándares académicos estatales, las evaluaciones académicas estatales y locales, y cómo monitorear el progreso de un niño, y cómo trabajar con los educadores para mejorar el rendimiento de sus hijos. Proporcionar materiales y entrenar a los padres para ayudar a trabajar con sus hijos para mejorar el rendimiento académico, como la capacitación en alfabetización y el uso de la tecnología. Educar al personal de la escuela (maestros, personal de apoyo a la instrucción especializada, directores y otros líderes escolares) con la asistencia de los padres sobre cómo trabajar con los padres como socios iguales en el proceso educativo de sus hijos. En la medida en que sea factible y apropiado, coordine e integre los programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y lleve a cabo otros programas, como los centros de recursos para padres. Asegúrese de que la información relacionada con la escuela y los programas, reuniones y otras actividades de la escuela y los padres / familias se comparta con los padres en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender. Proporcionar otro apoyo razonable (proporcionar capacitación en alfabetización, pagar gastos razonables y necesarios asociados con las actividades locales de participación de los padres, incluidos los costos de transporte y cuidado de niños, proporcionar una variedad de horarios y lugares de reunión) para las actividades de participación de los padres que los padres puedan solicitar. En la medida de lo posible, brinde oportunidades completas para la participación de padres con dominio limitado del inglés, padres con discapacidades y padres de niños migratorios.	***La Oficina del Título I colaborará con varias empresas, agencias y programas externos para:*** Proporcionar a los padres materiales, capacitación, incentivos y recursos de diversas organizaciones de servicios sociales para mejorar su conocimiento de las oportunidades disponibles para ellos. **En un esfuerzo por llegar a todas las familias, la Oficina del Título I se asegura de llegar continuamente a nuestras familias sin hogar para ofrecer apoyo y obtener información basada en sus necesidades.** **Además del compromiso y las expectatciones que se encuentran en el plan de Participación de Padres y Familias en cada escuela de Título I y la Políza y Regulación de Participación de Padres y Familias de la Escuela Pública del Condado de Harford, la Oficina de Título I está dedicado a implementar los siguientes requisitos de la ley de Título I como se documenta en la Ley de Éxito de Cada Estudiante. Todos los planes de participación de padres y familias se revisan, evalúan y actualizan anualmente en un esfuerzo conjunto entre padres y educadores como parte de las reuniones de Participación de Padres y Familias.**

If the district program plan is not satisfactory to families/parents of HCPS Title 1, submit any comments on the plan to Chelsea.Davies@hcps.org.

23-24 Combined District and School PFE Plan.docx

SCHOOL PERFORMANCE AND ACHIEVMENT PLAN 2023-2024
HARFORD COUNTY PUBLIC SCHOOLS

23-24 Combined District and School PFE Plans SPANISH.docx

Vision/Mission:

Family Engagement Team (FET) Overview:

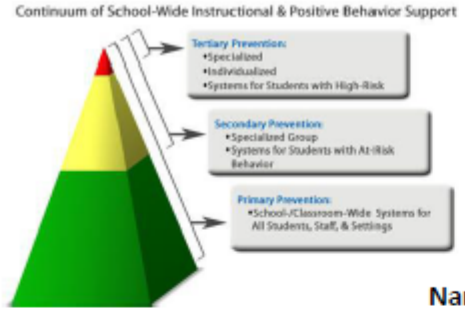
Building Family Capacity Requirements	**Building Family Capacity** Actions and Initiatives
Provie assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children.	• **Have information sessions available for parents.** •
Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology.	• **Provide training and materials at family engagement events such as Books and Breakfast, Math Trunk or Treat night, and Reading Night.** • **Provide video clips for families on strategies students are learning in the classroom.**
Educator school personnel (teachers, specialized instruction support personnel, principals anD other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process.	• **Offer choice sessions for teachers on how to communicate with parents to create a partnership in their child's education.** •
To the extent feasible and appropriate, coordinate and integrate	• **Work with Judy center.** • **Work with Harford County Public Library**

Building Family Capacity Requirements	**Building Family Capacity** Actions and Initiatives
parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers.	• **Community Partners as school wide events.** •
Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand.	• **Send RSVP's and other family engagement event materials in language that can be understood by parents. (Utilize Title I family liaison, class dojo, and the school website for translation.)**
Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request.	• **Utilize feedback and surveys to help provide reasonable support.**

PBIS Action Plan Example - Bakerfield 2021-2022
PBIS Plan Example - Edgewood 2021-2022

WPOPR TFI Tier 1 PBIS Fall 2021
WPOPR TFI Tier 2 Fall 2021

Insert PBIS Action Plan B.2.2.2



Harford County Public Schools

P.B.I.S. Action Plan Template

Name of School: *Deerfield Elementary School*

This template is used for teams to create an action plan that, when aligned with the school performance and achievement plan, will drive initiatives related to PBIS and school culture for the school year. For each action, select from the drop down menu which of the 10 Critical Elements of PBIS this action is fulfilling and which Tier it will address.

SPA plan School Climate Objective: Increase teacher emotional wellness through utilizing mindfulness for themselves and learning how to utilize mindfulness strategies in their classrooms.

Action	Critical Element	Tier	Timeline	Person(s) Responsible	Rationale/SPA Plan Goal or Objective	Approximate Cost Required & Source
Conduct regular team meetings	PBIS Team	Tier I: Prevention/Proactive	Monthly First Friday of month	Coaches Megan McGarvey & Christine Hopkins	SIP objective 1: Improve student wellness	n/a
Staff training and materials	Staff Commitment/Involvment	Tier I: Prevention/Proactive	August presentation and >=Quarterly	PBIS Team Admin	SIP objective 1: Improve student wellness	n/a

Behavior Management Tools and student incentives	Procedures for Discipline/Intervention	Tier I: Prevention/Proactive	Daily	All Teachers	Student climate and wellness	BOE Budget: $500-$1000
Track CICO Data and Analyze	Data Entry & Analysis	Tier II: Secondary Prevention	Quarterly	Behavior Coach PBIS team	Student climate and wellness	n/a
Back to School Kick-Off (Lesson builders)	Expectations Development	Tier I: Prevention/Proactive	First few days of school (Students). Presented to staff in August PD.	PBIS team, all staff	Student climate & wellness	n/a
Staff Shoutouts	Reinforcement & Acknowledgement	Tier I: Prevention/Proactive	Weekly	Staff Newsletter: all staff	Staff Climate & Wellness.	n/a
Assemblies (From High School Clubs/Activities)	Teaching Expectations/Character Dev	Tier I: Prevention/Proactive	Quarterly	All staff	Student climate & wellness/ motivation	n/a
Student/staff Survey	Data Entry & Analysis	Tier I: Prevention/Proactive	Completed beginning of 4th Qtr	PBIS team	Staff Climate and Wellness	Free through Survey Monkey

Track HCPS referrals	Data Entry & Analysis	Tier II: Secondary Prevention	Continuously	Admin/Secretary	Student climate and wellness	n/a
Review of Deerfield Five Expectations	Reinforcement & Acknowledgement	Tier I: Prevention/Proactive	Daily	All Staff- Teachers in classrooms	Student and staff climate	n/a
Buddy Classrooms (Assigned)	Staff Commitment/Involvment	Tier II: Secondary Prevention	Monthly	All Staff and Students	Student and Staff Climate and Wellness	n/a
Mindfulness Activities/ Resources	Teaching Expectations/Character Dev	Tier I: Prevention/Proactive	Daily	All Staff and Students	Student Wellness/Mindfulness	n/a
Positive Post Cards	Reinforcement & Acknowledgement	Tier I: Prevention/Proactive	Continuously	All Staff	Student Climate and Wellness	Purchased Previously n/a
Student Leaders Team	Reinforcement & Acknowledgement	Tier II: Specialized Group/Secondary Prevention	Monthly	PBIS Team Members Hopkins, Johnson, O'Malley and Weaver	Student Climate and Wellness	n/a
Hallway Lanyards	School/Class Systems	Tier 1: Prevention/Proactive	Daily	All staff	Safety, Behavior, Routines and Procedures	n/a: previously purchased

Zones of Regulation	School/Class Systems	Tier 1: Prevention/Proactive	Daily	All Staff	Student Climate and Wellness	Title I Budget: $1000 Community School Budget: $1300
Partnership with Harford Academy	Character Development	Tier II: Specialized group/Secondary Prevention	Quarterly	Tier 2 Coaches and Special Area Teachers	Student Climate and Wellness	n/a

Coordination of Funding Sources – Title I Activities

2023-2024
(Assurance B.2.5)

Coordination of Funding Sources – Title I Activities
2023-2024
(Assurance B.2.5)

Deerfield Elementary School	Title I Funds	Local Funds (Operating budget)	Local Intervention Funds (HCPS)	Other Funding Sources (identify by name – example: PTA, private donation, etc.)
Interventions: Before School: During the School Day: Dream Box, Fundations, LLI, Wilson, Istation, Do the Math, Orton Gillingham, Small group reading. After School:	X		X	
Parent and Family Engagement Learning Activities: Instructional family engagement sessions focusing on math, reading, Books and Breakfast, Winter Wonderland & PBIS	X			X Community Partners Donations: Shoprite, Chick-fil-a, Sheetz, HCEF, Coffee Coffee, Harford County Public Library Community Schools Funding
Professional Development: Reading, Math, Writing, Wellness	X	X		
Curriculum Support Materials:	X	X		
Document Translation as needed	X	X		
Universal Breakfast				X – Federal Grant
Universal Lunch				X – Federal Grant

Principal Signature: _____ Date: 12/11/23

Location of 4 Schoolwide Title I Components throughout 2023-2024 SPA Plan

Schoolwide Title I Components	Pages
Assurance B.2.2.1 Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community engagement.	**6, 7-13, 15-21, 28-30**
Assurance B.2.2.2 – As needed, evidence of interviews, focus groups, or surveys.	**22, 57.58**
Assurance B.2.2.3 – Tools or processes to identify the strengths and needs of students, teachers, school, and community.	**7-13**
Assurance B.2.2.4 – Examples of how the data is used by the administration, teachers, and parents to guide decisions and instruction.	**14,15,17**
Assurance B.2.2.5 – Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups.	**6,14, 15, 18-19,29**
Assurance B.2.2.6 – Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.	**18,19,28,29**
Assurance B.2.3.1 – Examples of how schoolwide program reforms increase the quality and quantity of instruction.	**6.13.15.19,20,29,30, 41**
Assurance B.2.3.2 – Evidence that the reform strategies align with the needs assessment and address the needs of all student including low achievement, accelerated, etc.	**13,19.29**
Assurance B.2.3.3 – Evidence to demonstrate the effectiveness of reforms.	**18,22,28,36,37**
Assurance B.2.3.4 – Applicable adjustments were made or are planned to be made to address students not making progress	**21,25,27,31,38**
Assurance B.2.4 – Parent, Family and Stakeholder Engagement	**1,2,20,24,30,39**
Assurance B.2.5 – Coordination and Integration of Federal, State, and local services and programs	**61**