



Nancy S. Grasmick
State Superintendent of Schools

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MEMORANDUM

TO: Members of the State Board of Education

FROM: Nancy S. Grasmick *Nancy*

DATE: December 10-11, 2009

SUBJECT: 2009-2010 National Title I Distinguished Schools Program

PURPOSE:

To recognize Chadwick Elementary School (Baltimore County) and Adelphi Elementary School (Prince George's County) as the 2009-2010 National Title I Distinguished Schools for Maryland.

BACKGROUND:

Title I, Part A is the largest federally funded education program which provides schools and school districts with high concentrations of students who are economically disadvantaged with funding to allow them to obtain supplemental resources to enhance their educational programs. At its core, Title I, Part A should be used to enhance reading, mathematics, and science programs for students who are not performing to state standards. Distinguished Title I schools go beyond what is mandated in the statute. Each year the National Association of State Title I Directors (NASTID) recognizes Title I Distinguished Schools from all fifty states and Puerto Rico, who have been selected for their outstanding results in one of two categories: (1) exceptional student performance for two or more consecutive years or (2) closing the achievement gap between student groups. Each state may nominate up to two of its Title I schools that have risen above obstacles of poverty to improve learning for its most vulnerable children. Two Maryland schools have been identified as 2009-2010 Title I Distinguished Schools.

EXECUTIVE SUMMARY:

Three hundred fifty-nine Title I schools participated in the 2008-2009 Maryland School Assessment (MSA). After comparing MSA data for the 2007-2008 and 2008-2009 school years, Chadwick Elementary School in Baltimore County scored highest in Category 1—exceptional student performance for two or more consecutive years, and Adelphi Elementary School in Prince George's County scored highest in Category 2—closing the achievement gap between student groups. Attachment I contains a profile for each school which describes the focus areas, strategies, and key elements used by the two “distinguished schools” to improve academic achievement and the quality of teaching and learning. Both Elementary Schools will receive national recognition as National Title I Distinguished Schools at the Title I Conference in Washington, DC on January 22, 2010.



ACTION:

For information only and recognition by the State Board of Education.

NSG:JN:cwm
Attachments

Chadwick Elementary School
1918 Winder Road
Baltimore, Maryland 21209

Bonnie Hess, Principal
Edna Dunn-Rogers, Assistant Principal
410-887-1300

Chadwick Elementary School is located in the Southwest area of Baltimore County. We serve the students of a very diverse community of 456 students including (42%) of our students from several different countries of origin. Within this population, 102 receive ELL services. Approximately fifty-six percent (56 %) of Chadwick's students are of African American descent. Our diverse cultural experiences enrich our learning environment. As a result of our Title I participation we receive Federal funding which allows us to offer many excellent supplemental resources to ensure that our students meet high academic expectations through excellence in teaching and learning.

Curriculum and Instruction: *Chadwick is a Learning Community*

We adhere to the co-teaching model and the notion of shared responsibility. Our learning environment has been accomplished through careful reconstruction of the usual classroom approach. Our faculty works within collaborative instructional teams to expand our teaching capacity. There are three to four homeroom teachers at each grade level. During instruction, this core group is joined by additional grade levels and resource teachers. This is made possible by strategic planning to enhance our organizational capacity; the result has been the development of a fluid, flexible learning structure that accommodates the needs of our students.

Opportunities for All Students to Achieve: *Data-based, Collaborative, Differentiated Instruction*

A major advantage of our learning community framework is that students are able to benefit from smaller – need based instruction groups. Data-based, collaborative, differentiated instruction is our formula for "All means all." We meet for data discussion groups to diagnose and prescribe what needs to be taught and how we are going to provide an instructional framework to arrive at our desired destination. Differentiation consists of scaffolding content and collaborating with our teams to deliver personalized, diagnostic-prescriptive instruction. Vocabulary development is a major part of our instructional program. This school wide program has benefitted our students from other countries, as well as those children born in America. Word recognition, decoding skills, and vocabulary study are embedded in our reading program. Students in grades three through five receive a site-based vocabulary enhancement program focused on context clues, multiple meaning words, prefixes and suffixes. Our children have developed an interest in words and enjoy making connections between words they are learning; this program has raised their word consciousness.

Coordination with other Programs: *Even Start, PBIS*

Chadwick has benefitted from our partnerships with the programs listed above and these partnerships have benefitted our entire student body. The Even Start Program has assisted us in providing services for our ELL families. The PBIS school-wide behavioral program is deeply embedded in our focus on positive behavior and performance expectations.

Professional Development: *Job-embedded Professional Development to Clarify Learning Needs and Campus Expectations*

Professional development is derived from county-mandated and site-based sources. It is data-driven and job-embedded, resulting from the comprehensive needs assessment. Teacher surveys reflect topics of interest and the needs of the staff. The administrative team uses this information, along with data garnered from classroom visitations and formal observations to establish a professional development plan based on what we see as obvious needs of the staff. In addition, staff members are asked to present exemplary lessons during our Best Practices Sessions. Pre- and post-observation conferences are excellent opportunities to provide professional development expectations of a more specific and personalized nature.

Participation with Parents, Families and Communities: *Communication and Collaboration*

Family engagement is a key factor in promoting student achievement. Our school leadership team involves parents in program planning that is the core of our yearly Parent-Involvement Plan. The plan is consistent with Title I, Part A Section 118 of the Elementary and Secondary Act and Baltimore County System Policy 1270. This plan includes information from site-based surveys to ensure that our instructional program is clear and concise to the community and that a calendar of community education programs solidifies our ties to our stakeholders. We update the Home School Compact to clarify expectations for a coordinated school-home connection.

Greatest Contributing Factor: *Experienced Staff with Clear Goals of How to Achieve this Vision*

We are united in our focus on continuous improvement to prepare our students for the future. Our leadership team creates an organizational structure which is communicated to our school community. Responsibilities are designated for carrying out this plan, and systems are put in place to monitor its implementation and keep it on course for successful results.

Adelphi Elementary School
8820 Riggs Road
Adelphi, MD 20743

Dr. Jane Ennis, Principal
Mrs. Josette Moise, Assistant Principal
301-431-6250

Adelphi Elementary School is a Title I school located in Adelphi, Maryland, a community in the northwestern region of Prince George's County. Adelphi's vision is to have a culture of high academic achievement for all students in an engaging and collaborative learning environment. During the 2008-2009 school year, approximately 79% of students received free or reduced meals. The school is committed to continually meeting the needs of our students. The student population is made up of 50% English Language Learners (ELL). The school subgroups are Hispanic (55%), African Americans (35%), whites (5%) and Asian (5%).

Curriculum and Instruction: Adelphi Elementary provides rigorous daily instruction using the America's Choice Design. This design is aligned with the standards delineated in the Maryland State Curriculum (MSC). Student data is continually analyzed by teams that include classroom teachers, Title I Resource teachers/coaches, and administrators. The data drives classroom instruction, school-wide intervention, and Title I after-school programs.

Opportunities for All Students to Achieve: Adelphi Elementary is committed to meeting the academic needs of all students. Therefore, every student's progress is monitored closely regardless of their skill levels during the bi-monthly collaborative planning meetings. Instruction is differentiated on a daily basis. In addition, every student is assigned to remediation and/or enrichment small group instruction that meets twice a week for about two hours. The English as a Second Language Teachers (ESOL) and Special Education teachers provide additional support.

Professional Development: Our school district provides on-going staff development opportunities throughout the school year. In addition, Adelphi Elementary provides a monthly mini academy which focuses on the top three surveyed staff needs. These topics include technology integration and differentiation of instruction in reading and math. The academies are facilitated by the Title I coaches and resource teachers. Our monthly vertical collaborative planning meeting includes a study group. Study group topics vary depending on the overall staff challenges as observed during the monthly Focus Learning Walks and administrators' observations. Staff meetings are utilized for lesson demonstrations to enhance academic rigor.

Participation with Parents, Families and Community: Adelphi has an open door policy. Feedback is always welcome. Parents and community members can drop their suggestions in a box at the front office. In addition, they can share during the bimonthly Parent Merienda Meetings. Merienda meetings are implemented to bridge the communication gap between home and school. Other educational information and parent trainings are provided during these meetings as well. Parent technology class is provided weekly. Parents or community members launch the Principal's Book each month. They read the book to students and observe classes. Finally, the Title I Agenda Book serves as a daily home school connection and communication.

Greatest Contributing Factors: The greatest contributing factor to our success is the collaborative belief that each student's success matters. Every instructional group, strategy and school program is driven by this underlying passion and belief that all students can achieve regardless of their background, ethnicity, economic status and/or special need.