

Student Support Programs

Academic Intervention

Academic Intervention Plans are developed for students who are not meeting proficiency.



School-based teachers and paraeducators work with students in grades kindergarten-Grade 5 who are in need of additional academic instruction. Identified students needing additional reading, writing and/or math instruction are provided additional small group instructional opportunities. This small-group model helps students gain skills and develop effective strategies. Students identified as needing additional learning opportunities to extend and enrich the curriculum participate in teacher guided research products.

Fountas and Pinnell Reading Assessment – Grades 3-5

The Fountas and Pinnell Benchmark Assessment System is the best and most reliable way to determine a student's reading level, to plan for teaching, and to document reading progress across the school year. These assessment tools enable teachers to closely observe and analyze students' reading behavior and to use this information to provide differentiated reading instruction for small groups of students.



Special Education Resource Program

The resource program serves students of special needs with less than 15 hours of support in the form of plug-in (within the classroom), pullout (small group setting), collaborative, consultative, or a combination designed to meet student individual needs. The program provides supports and resources to teachers and their students who have a disability that impacts academic achievement. These students typically demonstrate learning and/or behavioral needs that affect performance in one or more areas of mathematics, reading, or written language and have an Individualized Education Plan (I.E.P.) that reflects their needs within the school setting.

Speech/Language Program

A school-based speech/language pathologist works with students who have been identified as having needs in the area of oral communication. Their needs in communication interfere with their ability to be successful in the classroom in academic or social situations. A student's needs may exist in the area of articulation (speech sounds), voice, fluency (the rate of speech), and/or receptive or expressive language.

Home School Model (HSM)

Students with special needs who require 15 or more hours per week of special education services are served through the HSM/inclusion model. The goal of this model is to allow students with special needs to participate in the general education program to the maximum extent possible. The classroom teacher and a special educator plan together and work collaboratively to implement the child's Individualized Education Plan (I.E.P.). Most of the child's time is spent in the general education environment. As part of the inclusion model, special education instructional assistants also provide support for the students.

Student Support Programs

English for Speakers of Other Languages (ESOL)

The ESOL program serves children in grades K through 5 from as many as eighteen countries. The program is designed to meet the students' language proficiency needs and includes oral language, reading, and writing components. The goal is to enable students to be successful in the regular classroom setting. Parents are invited to several countywide ESOL programs throughout the school year and bilingual counselors and parent specialists are available for discussion centered on school related topics.



Gifted and Talented

While all students are provided with a challenging learning environment, students identified as gifted and talented are given additional opportunities for acceleration and enrichment. Second grade students participate in a global screening each spring. Students in grades 3-5 that are new to Montgomery County Public Schools or who need to be re-screened are tested each fall. Highly able readers in grades 2-5 participate in the William and Mary Reading and Language Arts program in their classrooms. Students with strong math abilities are provided with instruction through the Hands on Equations Program. Montgomery College also offers many enrichment opportunities (e.g. Saturday Discoveries, Expanding Horizons, Kids on Campus) for identified students.

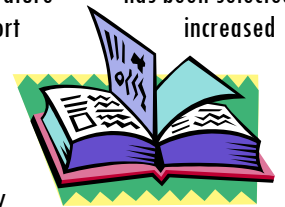


Junior Great Books

During Junior Great Books sessions, students engage in a Shared Inquiry method of learning in which participants search for answers to fundamental questions raised by a text. The goal of the JGB program is to instill in children and adults the habits of the mind that characterizes a self-reliant thinker, reader and learner. In Shared Inquiry, participants learn to give full consideration to the ideas of others, to weigh the merits of opposing arguments, and to modify their opinions as necessary.

William and Mary

The William and Mary program targets high ability learners. Literature has been selected using specific criteria for highly able students and activities support increased levels of complexity that are essential curriculum elements. Vocabulary study in this program goes beyond definitions. It models detailed study of challenging words, including investigation of etymology, antonyms, synonyms, and related words. Interdisciplinary connections are made in the unit not only by integrating the language arts with music and visual arts, but also with areas of social, cultural, economic, and political inquiry.



Counseling Program

There are several programs available to enrich the social and emotional needs of students. The school counselor provides individual and group counseling services to students on a variety of topics including stress, self-esteem, divorce, death/loss, social skills and study skills. There are also several incentive programs that reinforce our strong Character Counts! program (classroom instruction, Hands Up for Character, On the Spot Awards). Our counselors also teach the DEBUG system of conflict resolution.



Homework Club

Our Homework Club is sponsored by RCES teachers. Teachers and parents recommend students to participate in this Tuesday and Thursday, after-school support program. Teachers volunteer their time to help students in grades K-5 complete their homework during these one-hour sessions. Students are recommended for the Homework Club due to their need for adult support. This support provides opportunities for reinforcement of skills and strategies taught in class.

Learning Center

The Elementary Learning Center serves students with complex learning needs that prohibit educational success in the general education classroom. The program incorporates the students' individual education plans (IEP) with the general curriculum through such strategies as multi-sensory lessons, assistive technology, reduced class sizes, and differential pacing of instruction by a special educator and other related service providers.



Reading Initiative – Grades 1 & 2

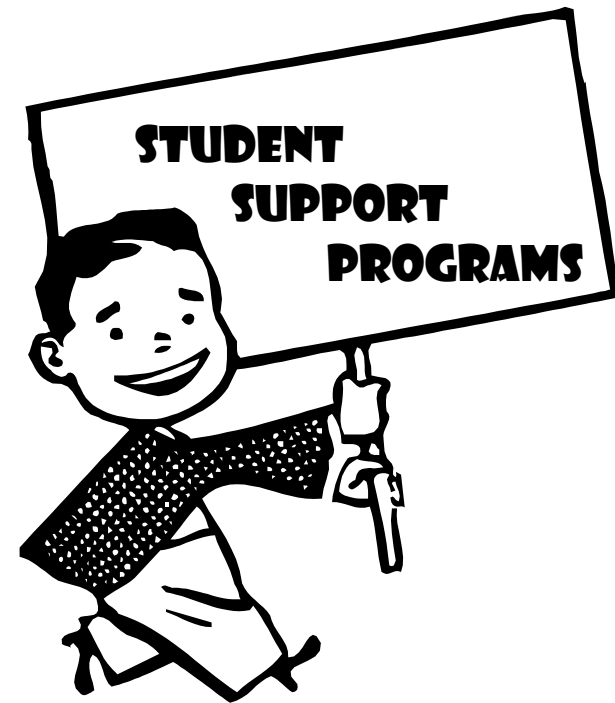
Reading initiative refers to the Reading /Language Arts block in Grades 1 and 2. Additional staffing is allocated to provide small class (approximately 17 students) instruction for a 2 hour and 20 minute period to ensure that all students become independent readers by the end of second grade. Instruction incorporates a variety of strategies and techniques to form a balanced literacy program. During a typical reading block, first and second grade students may be engaged in several of these components of the literacy program: a Read Aloud, Shared Reading, Guided Reading and Writing, Interactive Writing, Paired Reading and/or Independent Reading and Writing.



Horizons & Corrective Reading

Horizons and Corrective Reading are comprehensive intervention reading programs. They target students who are reading one or more years below grade level. The essential goals of these programs are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. These programs can be implemented in small groups (4-5 students) or whole-class format.

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