

# **School Improvement Plan**

**Rosemont Elementary**

**Gaithersburg Cluster**

**Date Submitted: October 1<sup>st</sup>, 2009**

**Montgomery County Public Schools**

**School Name: Rosemont Elementary School**

**Date: October 1, 2009**

On the lines below, please record the dates that your school improvement team will be meeting during the 2009 - 2010 school year.

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August 20, 2009

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October 8, 2009

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January 11, 2010

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April 19, 2010

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June 22, 2010

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August 16, 2010

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<b>Baldrige Category Schoolwide Program Components</b>	<b>Page</b>
<b>Leadership</b> <ul style="list-style-type: none"> <li>• Mission/Vision</li> </ul>	<b><u>6</u></b>
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<b>Faculty and Staff Focus</b> <ul style="list-style-type: none"> <li>• Instruction by Highly Qualified Teachers</li> <li>• Ongoing Professional Development</li> <li>• Strategies to Attract Highly Qualified Candidates</li> </ul>	<b><u>25</u></b>
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## **ESSENTIAL LINKAGE CHART**

### **STUDENT AND STAKEHOLDER FOCUS**

- Based on a review of MSA subgroup data from the Spring of 2009 the immediate areas of need are:

- Students receiving special education in math

Past trends lead us to sustain a focus on African American, Hispanic and ESOL students in Order to continue to make AYP

For a more in-depth analysis see needs assessment on page 8

### **LEADERSHIP**

**VISION STATEMENT:** Rosemont will be a multicultural community of respectful and successful students, with supportive families and dedicated staff.

**MISSION STATEMENT:** Rosemont's mission is to embrace our diverse community in order to promote a comprehensive academic program, as well as social and emotional growth of our students.

- Gather stakeholder input in order to develop a revised school vision/mission statement.
- The SIT will meet quarterly to facilitate the consistent implementation and monitoring of the SIP and to address building concerns.
- The core team will meet regularly and discuss current projects and issues relating to the continuous improvement of our school. Information is communicated to staff via the Elected Faculty Rep and the updated SIP is posted on the school site.
- Monthly parent involvement meetings to discuss school related issues and concerns.
- Team will refer to "The 7 Keys" when planning instruction

### **PERFORMANCE RESULTS**

- Rosemont Elementary uses the following summative assessments to measure student performance:
- MSA
- Terra Nova 2
- MAP-R
- End of year math unit reports
- DIBELS (3-5)
- MCPSAP-PR

\* See detailed needs assessment on page xx for additional details including trend data.

### **STRATEGIC PLANNING**

Our goal is to support all student subgroups in developing skills that will assist them in becoming mathematically proficient and fluent strategic readers, with emphasis on the subgroup (Special Ed) that did not meet the AMO.

Additionally, we will give more rigorous differentiated instruction to students in order to increase the percentage of students scoring in the advanced category to 35% in math and 40% in reading.

By June 2010 students at Rosemont ES will demonstrate increased academic achievement as measured by meeting and exceeding MSA standards for all students (79.4% in math and 81.2% in reading)

### **FACULTY AND STAFF FOCUS**

- Regularly scheduled team meetings to analyze disaggregated data.
- Regular trainings with the core team to increase their knowledge of MCPS and Rosemont databases
- Collaborative scoring of student work
- For continuous improvement, staff will evaluate meetings and trainings
- Fall and spring staff collaboration on GT selection process
- Reading Specialist and SDT will meet regularly with K-2 teachers to plan reading/writing instruction as we begin to use the MCPS Curriculum after leaving the Reading First Grant.
- Inclusion teachers and special education teachers will meet regularly to monitor data and plan instruction.
- New third grade teachers will attend Junior Great Books training during the 2009 – 2010 school year.

### **PROCESS MANAGEMENT**

- SIT Meetings (quarterly)
- CORE Meetings (weekly)
- Grade level planning meetings (weekly)
- Data meetings (monthly)
- CAP meetings (bi-weekly)
- Parent Involvement committee meetings (quarterly)
- Grade level newsletters (monthly)
- GT Committee meetings (as needed)

### **MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT**

- Unit assessments (math)
- Teacher observations and anecdotal notes
- Common tasks (math)
- MAP-R
- MCPSAP-PR
- DIBELS/Progress Monitoring (3-5)
- Theme Tests/Selection Tests (3-5)
- Exit cards, quizzes and other formative measures
- Feedback from Reading Walk-Throughs and peer visits
- CAP Team referrals followed by appropriate action plans (interventions)
- Individual student action plans for targeted students.

# **LEADERSHIP**

**VISION STATEMENT:** Rosemont will be a multicultural community of respectful and successful students, with supportive families and dedicated staff

**MISSION STATEMENT:** Rosemont's mission is to embrace our diverse community in order to promote a comprehensive academic program, as well as social and emotional growth of our students

## **WE BELIEVE:**

- All children have the right to an excellent education
- All children have the ability to learn
- All children can read
- Everyone is to be treated with respect
- In assisting students to make "good choices" in all aspects of learning and behavior
- That parents are always welcomed and their concerns valued
- All children are unique and have their own style of learning
- All children should be given the equal opportunity to excel
- In meeting individual needs
- That our SIP is a cooperative effort and a guiding force
- In using the PDSA model for continuous improvement
- All staff contribute to the success of our school



Respecting others  
Open and welcoming to families  
Commitment to continuous growth  
Kindling and celebrating achievement  
Everyone is valued  
Towards a brighter future  
Sustain a safe environment

In order to be inclusive and engage a cross section of our stakeholders in the vision, the mission and the implementation of our School Improvement Plan we do the following:

- Prominently place our vision and mission in each Principal's newsletter
- Display our vision and mission statements throughout the school
- Disseminate information from the Leadership Team meetings to all staff on the private folder via our Elected Faculty Representative
- The SIT which meets on a regular basis is comprised of staff members, community, and parents.

# **Organizational Performance Results**

## **Long -Range Goal**

By Spring, 2010, Rosemont Elementary School will achieve adequate yearly progress on the Maryland State Assessment (MSA), as defined by MSDE, by meeting the annual measurable objectives set in reading and in mathematics for students in the aggregate, and for each student subgroup (African American, American Indian, Asian/Pacific Islander, Hispanic, White students with limited English proficiency, students receiving special education services, and economically disadvantaged students).

## **School Objective**

Rosemont Elementary School will meet the Maryland State Assessment (MSA) 2010 Annual Measurable Objectives:

- 79.4% (within the confidence interval) of all students and of the eight subgroups will demonstrate proficient or advanced performance on reading on the MSA.
- 81.6% (within the confidence interval) of all students and of the eight subgroups will demonstrate proficient or advanced performance on math on the MSA.

# **Student and Stakeholder Focus**

## **Needs Assessment**

### **School Program Change**

From 2004-2009, Rosemont was a Reading First school under the auspices of MSDE. As of July, 2009, we are following the MCPS Reading/Language Arts Program. Most of the instructional staff has never taught this curriculum; therefore, one of our primary foci for staff development and support are directly related to this major change.

### **Process**

Rosemont is a Title I school with 511 students in grades PreK-5. The demographic breakdown of student subgroups are as follows:

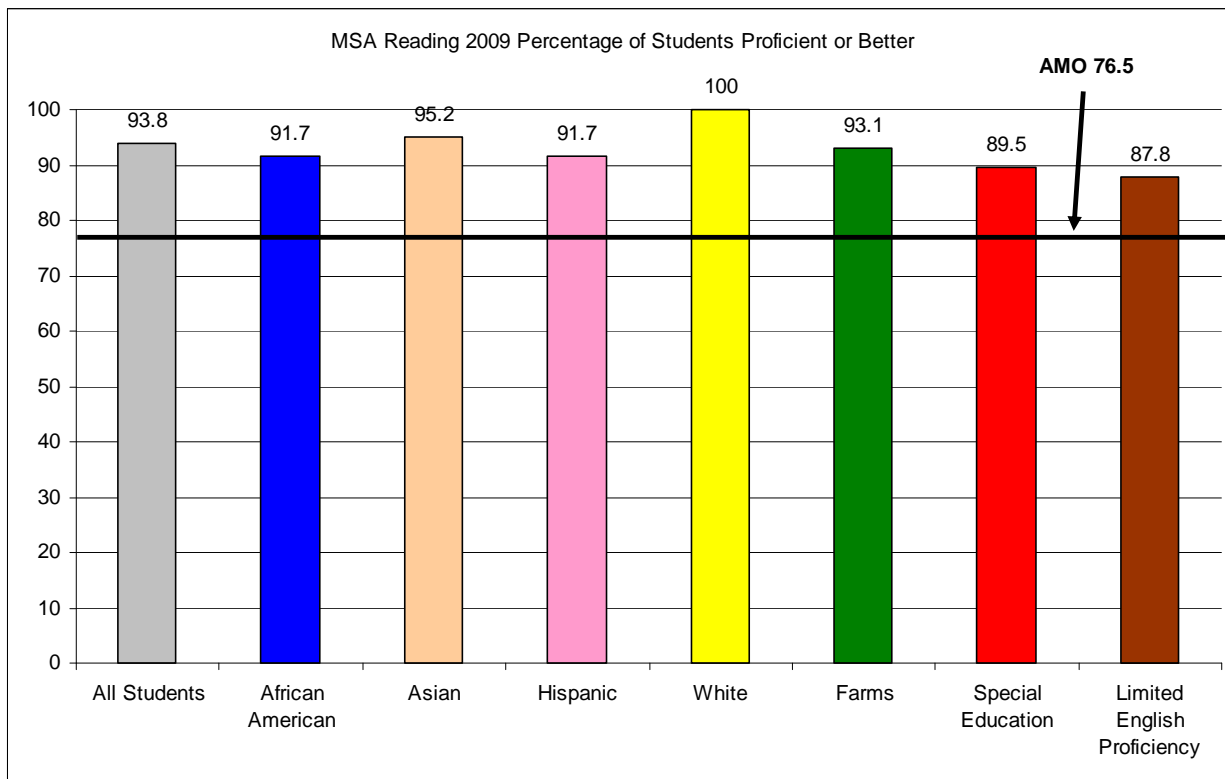
12.3% Asian  
23.1% African American  
45.6% Hispanic  
18.2% White  
32% ESOL  
9% Special Education  
57% FARMS

In order to address the varying needs of students at Rosemont, it is essential that the student data be reviewed and analyzed to meet the instructional needs of all students. Prior to the SIT meeting held in June, the staff development teacher collected anecdotal feedback from staff and parents. The data was analyzed by the CORE team in preparation for the June SIT meeting. The School Improvement Team met in June to review these items and to prioritize areas for improvement. At the June meeting, the SIT examined results from the 2009 scores on the MSA. This is included below as well as data from the Terra Nova 2, DIBELS, math unit assessments, MAP-R, and SAT 10.

## **MSA Data**

### **Findings**

The Maryland State Department of Education (MSDE) set the 2009 annual measurable objective (AMO) for all K-5 schools in the state at 76.5 % for reading and 74.2% for math. These disaggregated assessment scores, participation rate during testing, and attendance determined whether a school achieved adequate yearly progress (AYP). According to MSA scores released in August 2009, Rosemont Elementary School achieved AYP in all areas.



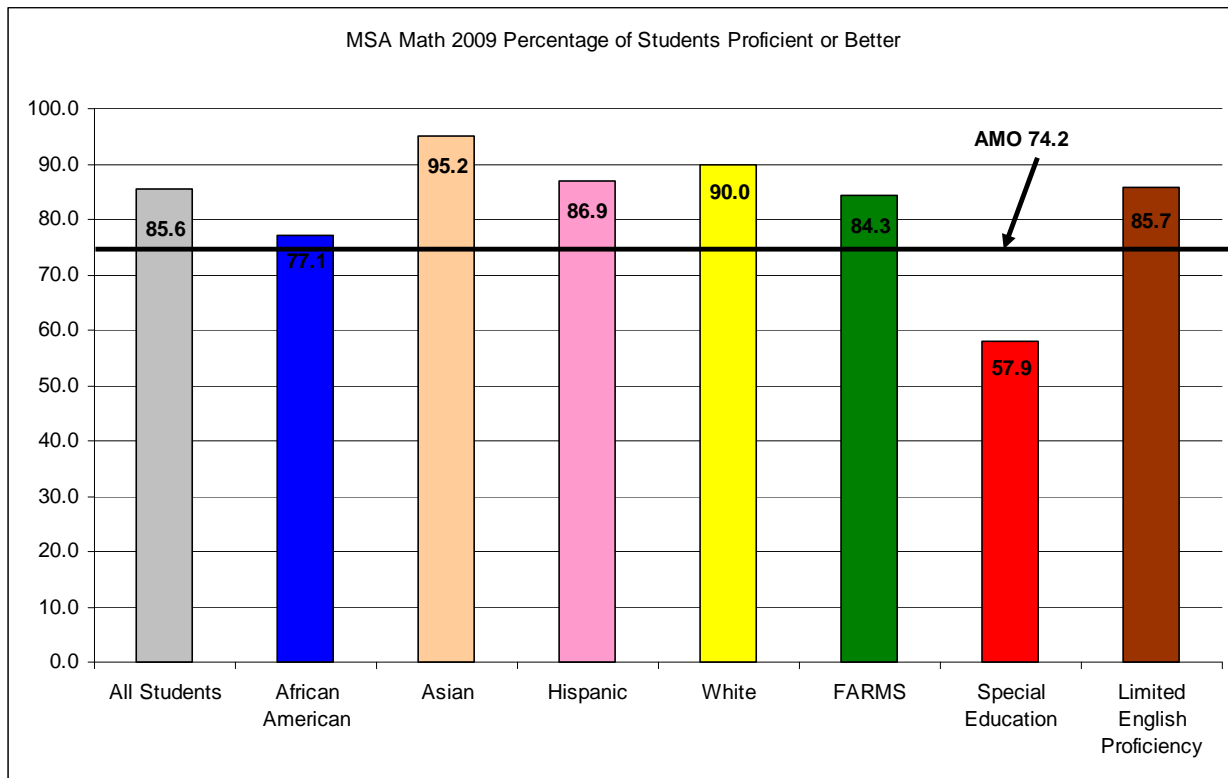
For the first time in the seven years of taking the MSA, all subgroups made the AMO without use of the confidence interval in reading. This was a goal stated in the school improvement plan last year. All racial subgroups were within an 8% range from highest to lowest subgroup

Further examination of the MSA reading data from 2009 revealed the following::

- The overall aggregated performance of students in grades 3, 4, and 5 identified that 93% of students were proficient (an 8% decrease from 2008). However, when grade levels were disaggregated 90.2% of 3<sup>rd</sup> graders, 92.5% of 4<sup>th</sup> graders, and 97% of 5<sup>th</sup> were proficient.
- The number of American Indian students tested was less than 5%, consequently no scores were reported for this subgroup.
- The African American subgroup had a combined aggregate of 90.9% of students scoring proficient or better, a 7% increase from 2008. When disaggregated by grade level, 89.5% of 3<sup>rd</sup> grade, 88.9% of 4<sup>th</sup> grade students, and 94.4% of 5<sup>th</sup> grade students met proficiency.
- The Asian subgroup was the second highest scoring with an aggregate of 95.2 % of students scoring proficient or better, a 5% increase from the previous year. When disaggregated by grade level, 100% of 3<sup>rd</sup> grade students, 87.5% of 4<sup>th</sup> grade students and 100% of 5<sup>th</sup> grade students met proficiency.
- The Hispanic subgroup was the largest racial subgroup with 93 students taking the test. 91.5% of Hispanic students were proficient or advanced on the MSA. When disaggregated by grade level, 84.6% of 3<sup>rd</sup> grade, 92.1% of 4<sup>th</sup> grade students, and 96.7% of 5<sup>th</sup> grade students met proficiency.
- The highest scoring subgroup was the white subgroup with 100% of students meeting proficiency.
- 118 students took the test that qualify for free or reduced meals, which makes the FARMS subgroup the largest subgroup in either the ethnicity or special populations subgroups. An aggregated total

92.4% of FARMS students met proficiency (a 15% increase from 2008). When disaggregated by grade level, 86.2% of 3<sup>rd</sup> grade, 90.6% of 4<sup>th</sup> grade students, and 100% of 5<sup>th</sup> grade students met proficiency.

- Students who receive special education services continued to make dramatic gains as they have in years past. Seventeen students took the test, with 88.2% meeting proficiency, a 12% increase from 2008, an 23% increase from 2007 and a 37% increase from 2006. When disaggregated by grade level, 100% of 3<sup>rd</sup> grade students, 88.2% of 4<sup>th</sup> grade students, and 88.9% of 5<sup>th</sup> grade students met proficiency.
- Thirty-five Limited English Proficient (LEP) students took the MSA. An aggregate of 87% of students met proficiency, a 18% increase from the previous year. When disaggregated by grade level, 89.5% of 3<sup>rd</sup> grade students, 92.9% of 4<sup>th</sup> grade students, and 85.7% of 5<sup>th</sup> grade students met proficiency. More than half of the LEP students who took the test were in 4<sup>th</sup> grade.



When the data was examined in math, the following disparities were found:

- A total of 207 students in grades 3, 4, and 5 took the math portion of the MSA. The overall aggregated performance of students in grades 3, 4, and 5 identified that 84.1% of students were proficient (a 4.5% increase from the previous year). However, when grade levels were disaggregated 83.9% of 3<sup>rd</sup> graders, 94.9% of 4<sup>th</sup> graders, and 71.2% of 5<sup>th</sup> graders were proficient or advanced.
- The number of American Indian students tested was less than 5%, consequently no scores were reported for this subgroup.
- Fifty five African American students in grades 3, 4, and 5 took the math portion of the MSA. Of these students, 78.2% were proficient or better. This was a 7% increase in scores from 2008 and a 17% increase from 2007. This subgroup has made a 62% increase over the last six years. The number of African American students taking the MSA has also substantially increased. They are now the second largest racial/ethnic subgroup at Rosemont. African American students have been and continue to be a subgroup being targeted for improvement at Rosemont. It should also be noted

that this subgroup not only made adequate yearly progress, but made the AMO outright for the second year in a row. When disaggregated by grade level, 94.7% of 3<sup>rd</sup> grade students, 94.4% of 4<sup>th</sup> grade students, and 50% of 5<sup>th</sup> grade students met proficiency.

- The Asian subgroup had an aggregate of 95.2% meeting or exceeding proficiency, a 10% increase from the previous year. When disaggregated by grade level 100% of 3<sup>rd</sup> grade students, 87.5% of 4<sup>th</sup> grade students, and 100% of 5<sup>th</sup> grade students in this subgroup met proficiency.
- The Hispanic subgroup, as with the reading portion of the MSA, had the largest number of students of any of the different ethnic groups taking the test with 94.84% of the Hispanic students demonstrated proficiency, a seven percent increase from 2008. When disaggregated by grade level 77.8% of 3<sup>rd</sup> grade students, 94.6% of 4<sup>th</sup> grade students, and 76.7% of 5<sup>th</sup> grade students in this subgroup met proficiency.
- Thirty six White students took the MSA with 88.9 % meeting proficiency. When broken down by grade level, 87.5% of 3<sup>rd</sup> grade students, 100% of 4<sup>th</sup> grade students, and 75% of 5<sup>th</sup> grade students met proficiency.
- The largest subgroup taking the math portion of the MSA was students receiving free or reduced meals. 119 students took the test. Of the ninety eight students, 84% were proficient. This represents a 3% increase in the number of proficient students from the previous year and a 51% increase over the past six years. When disaggregated by grade level 73.3% of 3<sup>rd</sup> grade students, 92.5% of 4<sup>th</sup> grade students, and 80.6% of 5<sup>th</sup> grade students met proficiency.
- Thirty six students identified as Limited English Proficient (LEP) took the math portion of the MSA. 83.3% demonstrated proficiency. This demonstrates a 15% increase from the previous year. When disaggregated by grade level 80% of 3<sup>rd</sup> grade students, 88.9% of 4<sup>th</sup> grade students, and 71.4% of 5<sup>th</sup> grade students demonstrated proficiency.
- Seventeen students receiving special education services took the MSA with 47.1% demonstrating proficiency. This subgroup suffered a 35% decrease from the previous year. When disaggregated by grade level 50% of third grade students, 75% of 4<sup>th</sup> grade students, and 33.3% of 5<sup>th</sup> grade students met proficiency. This was the lowest performing subgroup and the only subgroup that did not make the AMO outright.

	MSA 2009 Reading*			MSA 2009 Math*		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
All Students	90.2%	92.5%	97%	83.9%	94.9%	71.2%
Asian	100%	87.5%	100%	100%	87.5%	100%
African American	85.9%	88.9%	94.4%	94.7%	94.4%	50%
White	100%	100%	100%	87.5%	100%	75%
Hispanic	84.6%	92.1%	96.7%	77.8%	94.6%	76.7%
Special Ed	100%	75%	88.9%	50%	75%	33.3%
LEP	85.5%	92.9%	85.7%	80%	88.9%	71.4%
FARMS	86.2%	75%	100%	73.3%	92.5%	80.6%

*Students at Rosemont made Adequate Yearly Progress (AYP) in all subgroups with the application of the confidence interval. Areas above shaded in dark gray indicate subgroups that achieved AYP but did not meet the Annual Measurable Objective (AMO in 2009), 76.5 % for reading and 74.2% for math. Areas in light gray indicate subgroups that would not meet the 2009 AMO of 81.2% in reading and 79.4% in math.*

\* Indicates the percentage of students scoring proficient or advanced.

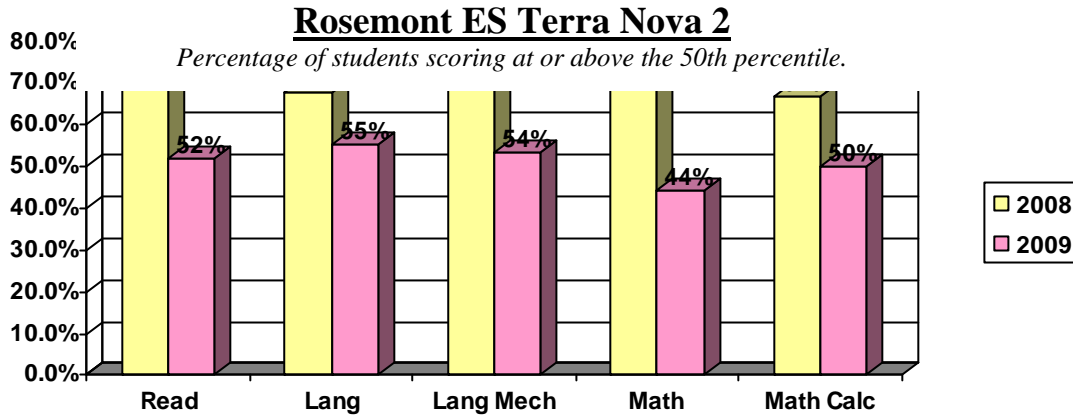
**Findings**

After analyzing the MSA data, the School Improvement Team concluded that the students receiving special education services group requires special attention and monitoring in math to ensure that Rosemont makes its goal for achieving AMO in all subgroups this school year. Furthermore, the special efforts made last year to close the achievement gap for Hispanic and African American students are paying off, however these two groups continue to be of great importance to Rosemont and will continue to receive special attention. The Although these groups have made tremendous progress over the past few years, it will be imperative that we continue to monitor these students throughout the course of the school year.

**Special Education Students**

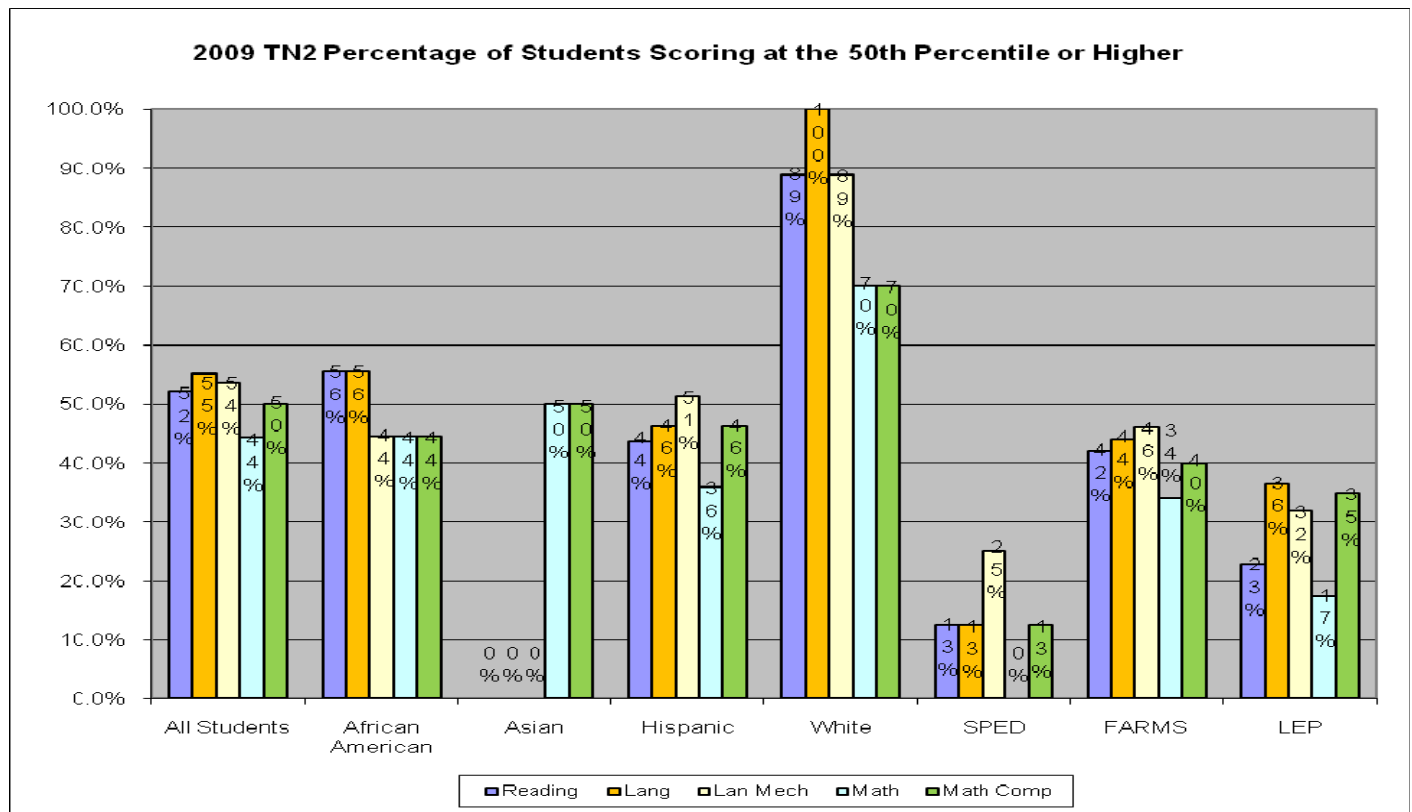
Rosemont currently has a total of 17 special education students enrolled in grades 3, 4, and 5. Grade three has six special education students, grade 4 has five special education students, and grade 5 has six special education students. Rosemont needs 14 special education students to score in the proficient or advanced range to meet the AMO of 81.2 % on the reading section of the MSA for 2010. Rosemont needs 14 special education students to meet the AMO of 79.4% on the math section of the MSA for 2010.

# Terra Nova II Data

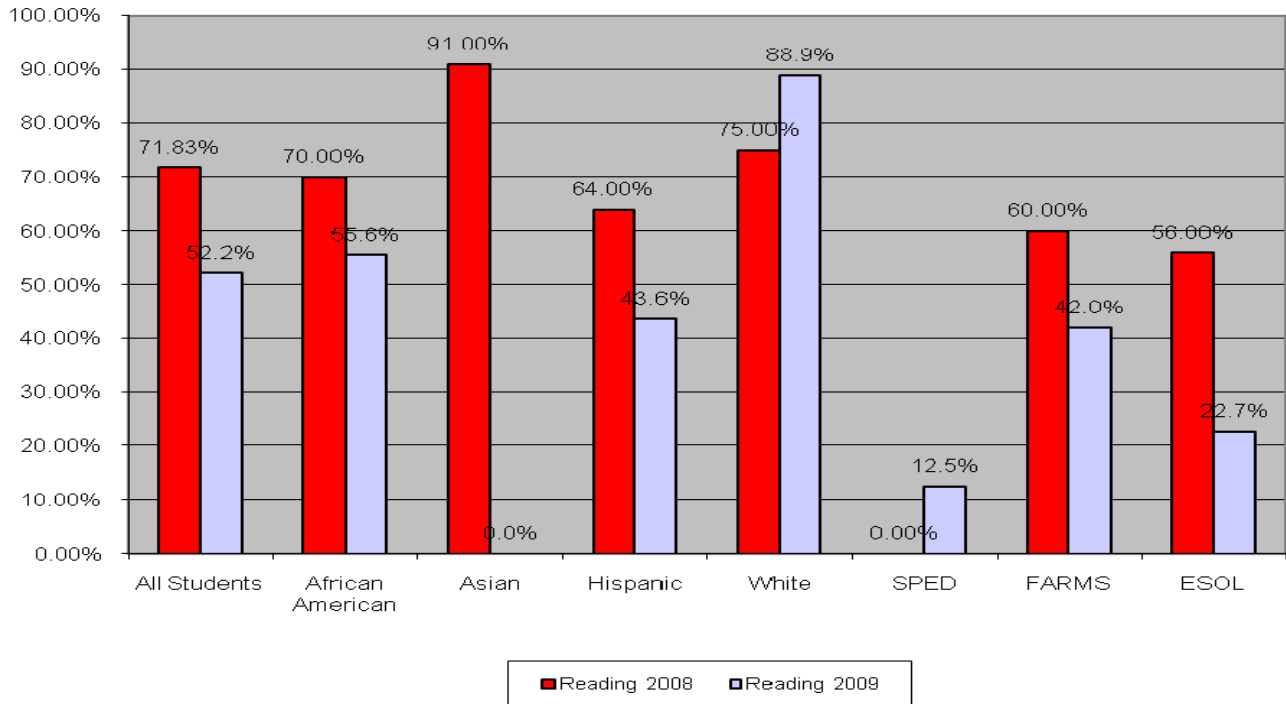


## Process

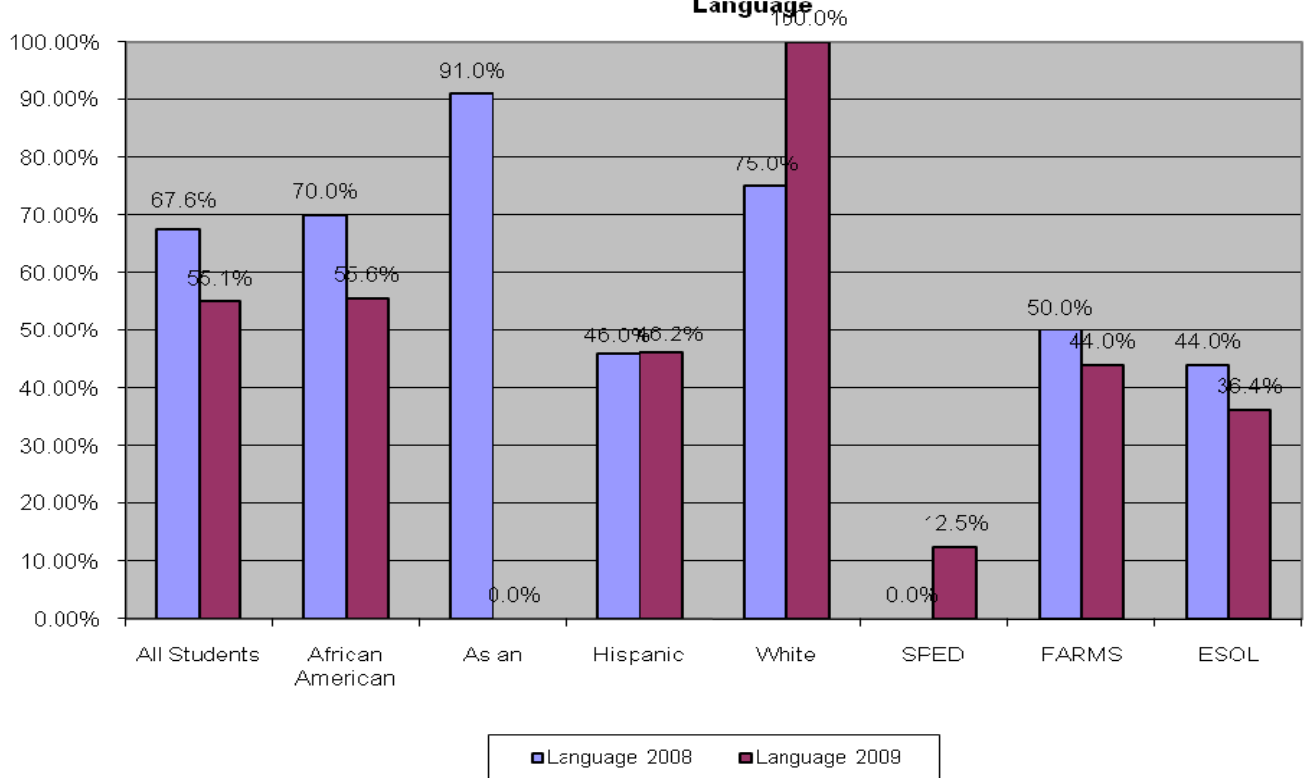
Montgomery County Public Schools participated in the Terra Nova II for the first time in the spring of 2006, although in years past the county administered the Comprehensive Test of Basic Skills (CTBS) which measures the same content areas. When individual student scores were released in the late spring of 2007, the principal discovered discrepancies in some of the individual scores. The principal and central office conducted an investigation and determined that one teacher did not properly administer the entire test, skipping seventeen questions in Part 1 of the assessment. Consequently, the reading and language portions of the Terra Nova II were invalidated for seventeen students. As a result, the 2007 results are not a reliable benchmark to use when judging progress over time, so only results from 2008 and 2009 were also included in the graph above.



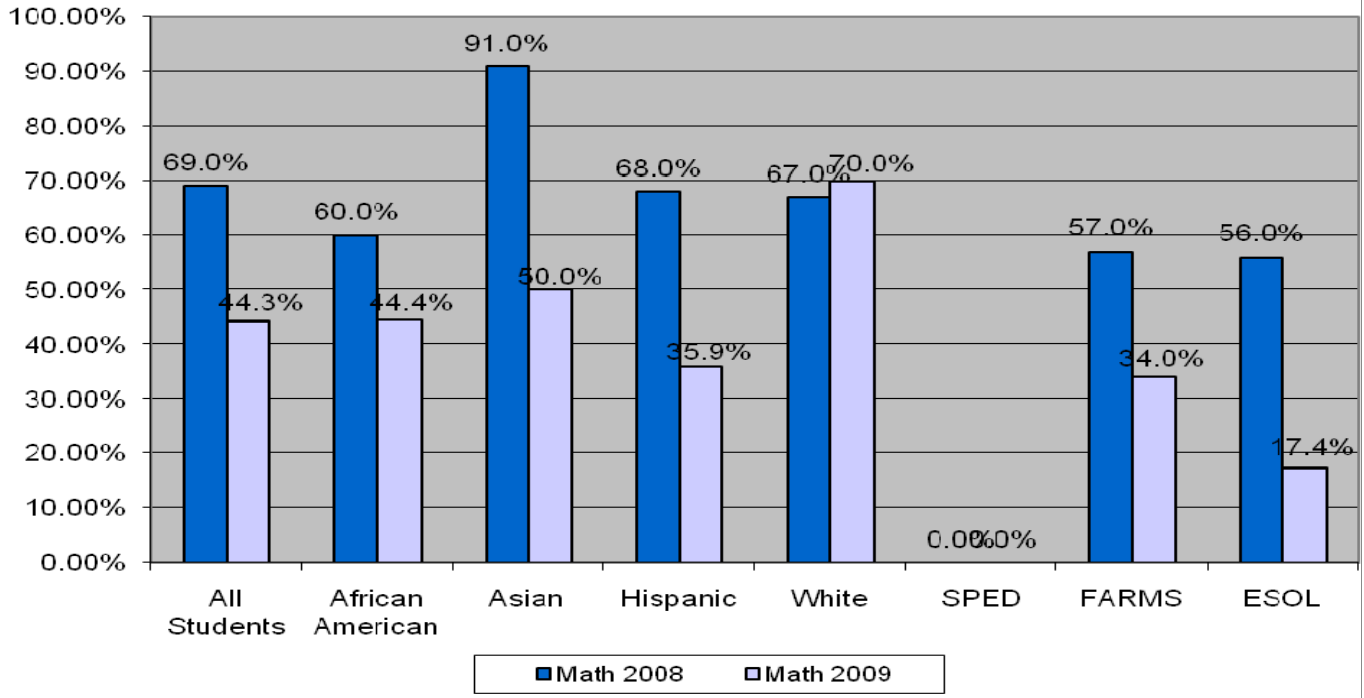
**Percentage of Students at or Above the 50th Percentile TN2 Reading**



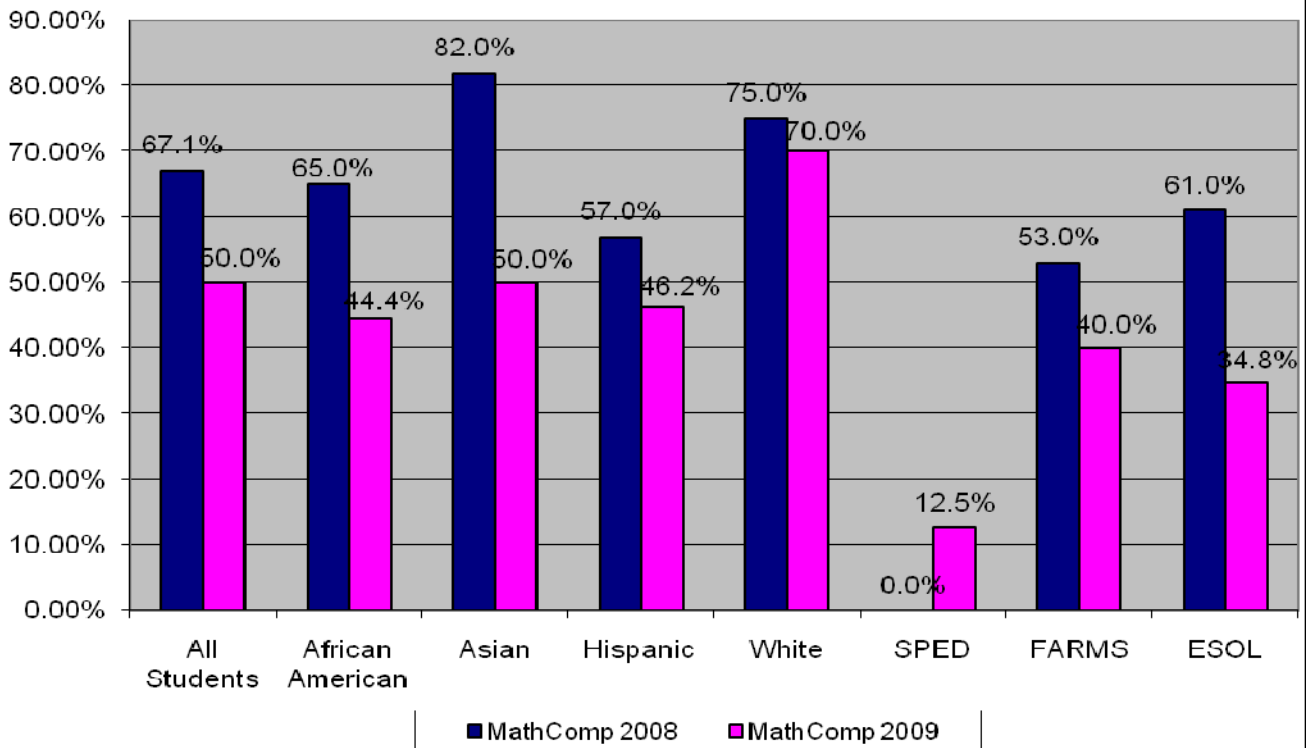
**Percentage of Students at or Above the 50th Percentile TN2 Language**



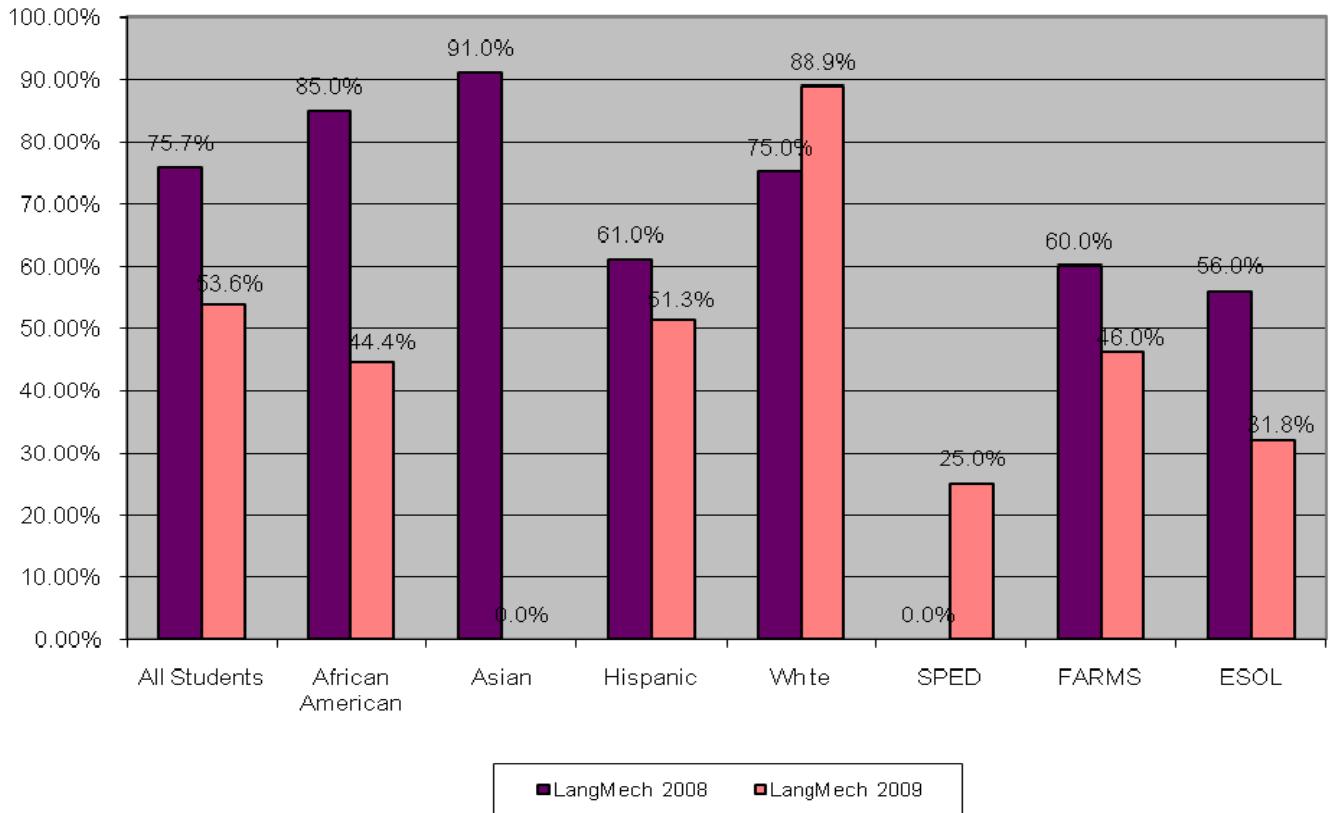
**Percentage of Students at or Above the 50th Percentile TN2 Math**



**Percentage of Students at or Above the 50th Percentile TN2 Math Computation**



**Percentage of Students at or Above the 50th Percentile TN2  
Language Mech**



**Findings**

Rosemont’s TN2 scores on all subtests slipped from 2008 to 2009 as seen in the first graph. Almost all subgroups decreased on the subtest scores. **African American** students declined 14% on the Reading subtest, 14% on the Language subtest, 40% on the language mechanics subtest, 16% on the Math subtest, and 20% on the Math Computation subtest. Too few (only two) **Asian** students participated in the TN2 in 2009, therefore a valid measure of performance cannot be given. **Hispanic** students’ scores decrease by 21% on the Reading subtest, stayed the same on the Language subtest, decreased by 10% on the Language Mechanics subtest, decreased by 33% on the Math subtest, and decreased by 11% on the Math Computation subtest. The **White** students’ scores increased on the Reading subtest by 15%, increased on the Language subtest by 25%, increased on the Language Mechanics subtest by 14%, increased on the Math subtest by 3% and decreased on the Math Computation subtest by 5%. Too few **special education** students participated in the TN2 in 2009, therefore a valid measure of performance cannot be given. **ESOL** students decreased in all subtests, with a decrease of 27% in Math Computation and 39% in Math. **FARMS** students decreased in all subtests most notably by 23% on the Math subtest.

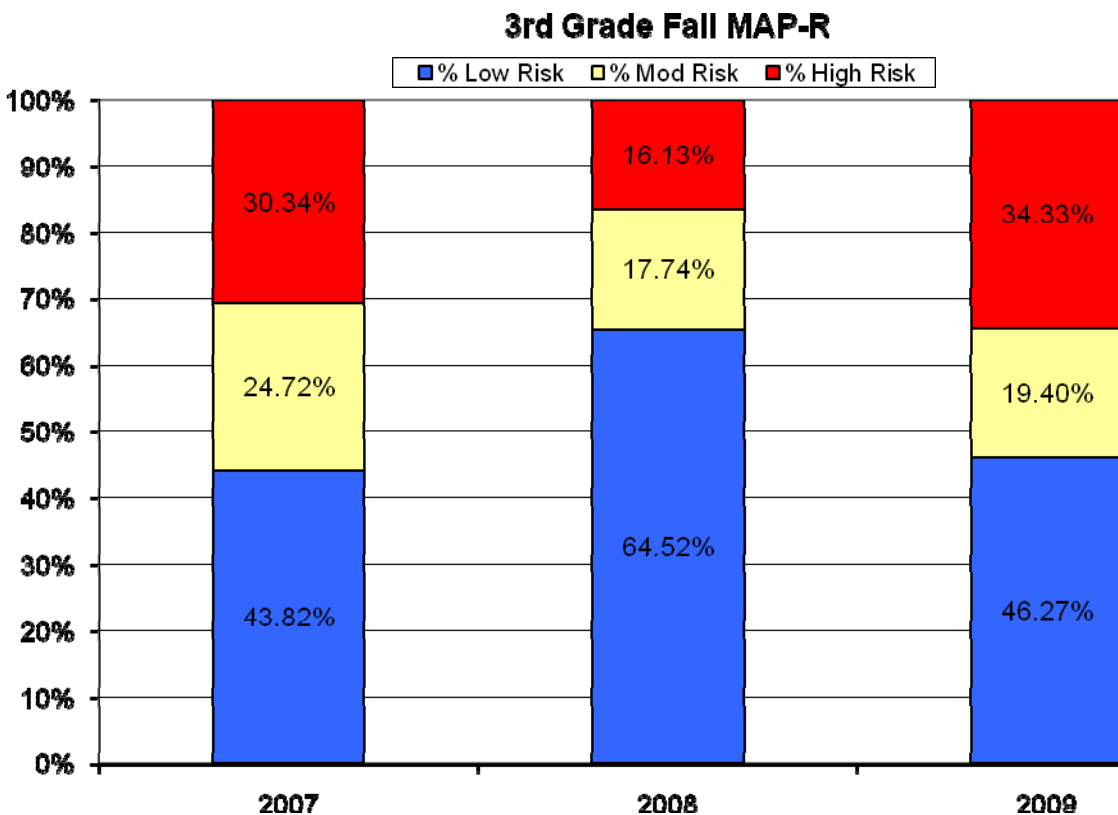
**Possible Contributing Factors**

Half of the second grade instructional team was on long term maternity leave for most of the second and part of the third quarter. In addition, on the day of math testing, the air conditioning was not functioning and the classroom temperatures reached near 100 degrees. It was noted that there was a discrepancy in subtests for that day compared to subtests administered on other days.

# MAP-R Data

## Process

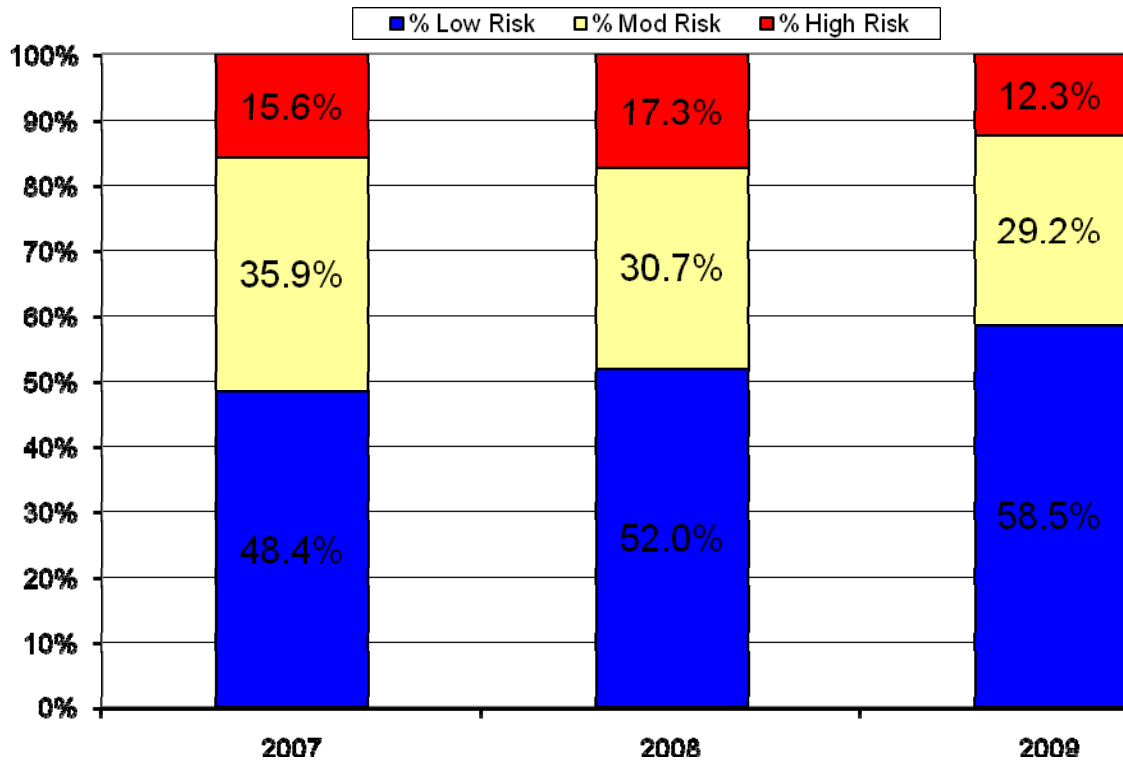
Students at Rosemont in grades three, four, and five take the MAP-R reading assessment three times a year (Fall, Winter, and Spring). Students receive a Rausch Unit Scale Score (RIT) score based upon their performance. The test is a computerized test that measures students' comprehension. Montgomery County Public Schools Office of Shared Accountability conducted a study in 2006 that shows a correlation between fall RIT scores and proficiency on the Maryland State Assessment (MSA). That data was used to identify at risk students to target for intervention. Individualized plans were developed for these students to address their specific learning needs.



## 3<sup>rd</sup> Grade

In 2007 there were 89 students enrolled in 3<sup>rd</sup> grade. 80 students took the MAP-R in the fall and 9 students did not because they were exempt. In 2008 there were 62 students enrolled in 3<sup>rd</sup> grade, 58 students took the MAP-R and 4 did not because they were exempt. In 2009 there were 67 students enrolled in 3<sup>rd</sup> grade, 53 took the MAP-R in the fall and 14 did not because they were exempt. In 2007 a total of 18 students scored in the High Risk range, 22 in the Moderate Risk range, and 39 in the Low Risk range. In 2008 six students scored in the High Risk range, 11 students scored in the Moderate Risk range, and 40 students scored in the Low Risk range. In 2009 nine students scored in the high risk range, thirteen students scored in the moderate risk range, and thirtyone students scored in the low risk range. The graphs above reflect the percentages of students who scored in the different risk ranges. The "risk" is based on the likelihood that the student will score basic on the MSA. Therefore a student determined to be "High Risk" means that that student has a high risk of scoring Basic on the MSA. Students who were exempt from taking the MAP-R are counted in the High Risk group in the graph above. As the graph shows, 3<sup>rd</sup> grade students in 2009 performed significantly lower than the 3<sup>rd</sup> grade students from 2008. This trend was also seen in the students' reading scores on the Terra Nova. The percentage of High Risk students is double what it was from last year.

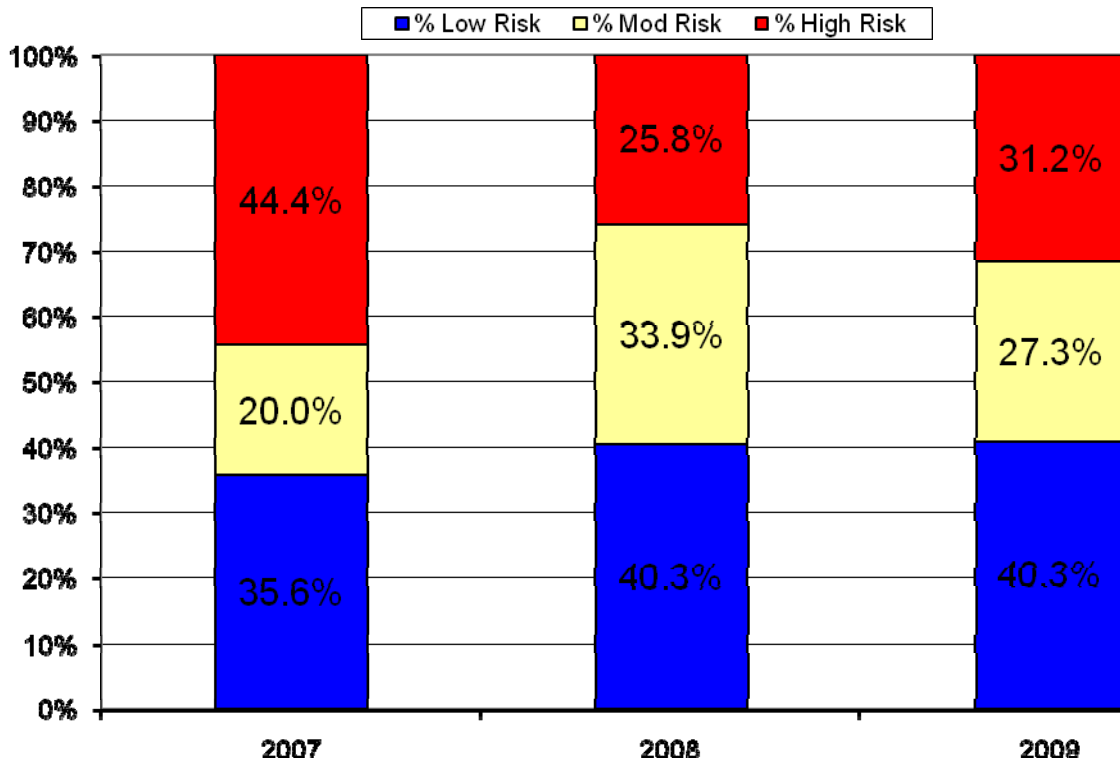
### 4th Grade Fall MAP-R



### 4<sup>th</sup> Grade

In 2007 67 students were enrolled in 4<sup>th</sup> grade at Rosemont. 64 of those students took the MAP-R in the fall and three students did not because they were exempt. In 2008 78 students were enrolled in 4<sup>th</sup> grade at Rosemont. 75 students took the MAP-R and three did not because they were exempt. In 2009 65 students were enrolled in the 4<sup>th</sup> grade at Rosemont. 61 of those students took the MAP-R and four did not because they were exempt. In 2007 a total of ten students scored in the High Risk range, 23 in the Moderate Risk range, and 31 in the Low Risk range. In 2008, thirteen students scored in the High Risk range, 23 students scored in the Moderate Risk range, and 39 students scored in the Low Risk range. In 2009, four students scored in the High Risk range, 19 scored in the Moderate Risk range, and 38 scored in the Low risk range. The graph above reflects the percentages of students who scored in the different risk ranges. Students who were exempt from taking the MAP-R are counted in the High Risk group in the graph above. The "risk" is based on the likelihood that the student will score basic on the MSA. Therefore a student determined to be "High Risk" means that that student has a high risk of scoring Basic on the MSA. As the graph shows, the percentage of students considered to be at High Risk for scoring basic on the MSA has gone down 5% and the percentage of students considered Low Risk has increased by 6.5%.

### 5th Grade Fall MAP-R

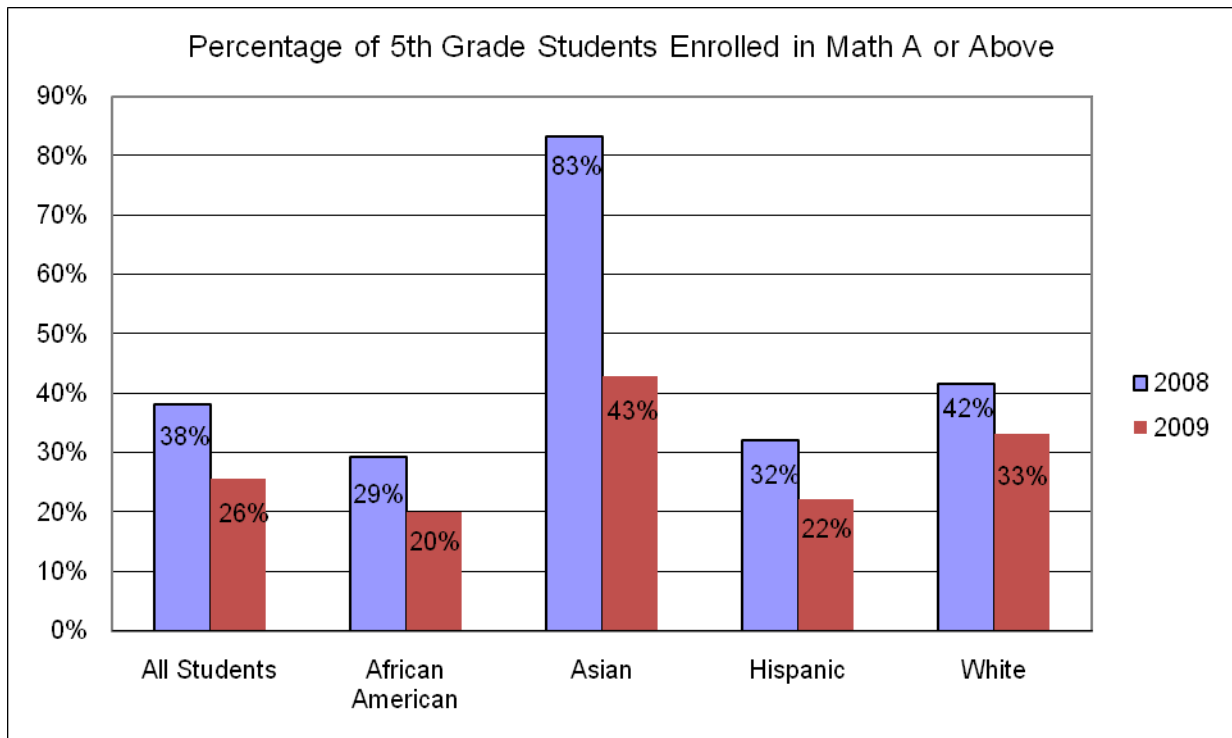


### 5<sup>th</sup> Grade

In 2007 there were 55 students enrolled in 5<sup>th</sup> grade at Rosemont. Of those students who were enrolled, 45 took the MAP-R in the fall and 10 students did not because they were exempt. In 2008 there were 63 students enrolled in 5<sup>th</sup> grade at Rosemont. Of those students enrolled, 62 students took the MAP-R and one did not because she was exempt. In 2009 there were 77 students enrolled in 5<sup>th</sup> grade at Rosemont. All of the students enrolled participated in the MAP-R, there were no exempt students. In 2007 a total of 20 students scored in the High Risk range, 9 in the Moderate Risk range, and 16 in the Low Risk range. In 2008 a total of 16 students scored in the High Risk range, 21 students scored in the Moderate Risk range, and 25 students scored in the Low Risk range. In 2009 a total of 24 students scored in the High Risk range, 22 students scored in the Moderate Risk range, and 31 students scored in the Low Risk range. The graph above reflects the percentages of students who scored in the different risk ranges. Students who were exempt from taking the MAP-R are counted in the High Risk group in the graph above. The "risk" is based on the likelihood that the student will score basic on the MSA. Therefore a student determined to be "High Risk" means that that student has a high risk of scoring Basic on the MSA. As the graph shows, the percentage of students considered to be Low Risk has remained the same. However, the percentage of students considered to be High Risk increased by 5.5 %.

## Math A Students

The graph below shows the percentage of students enrolled in Math A or higher during the 2008-2009 school year and the 2009-2010 school year. Although the percentage of students enrolled in Math A has declined 12%, Rosemont is offering a Math 5 Plus class where students receive instruction in 5<sup>th</sup> and 6<sup>th</sup> grade math. These students did not completely master all of the 5<sup>th</sup> grade indicators when they were in 4<sup>th</sup> grade, however we feel they are good candidates for receiving this enriched instruction in an effort to get them to be successful completing both 5<sup>th</sup> and 6<sup>th</sup> grade math this school year. The graph also shows that all subgroups enrollment in Math A declined from last year to this year. However, the enrichment instructional plan that is in place for this school year will provide more opportunities for fifth grade students to be proficient on the sixth grade indicators.



## Student Survey Results

In the spring of 2009, students in grades 3 and 5 were surveyed about their satisfaction with the school. 95 students or 75% of students responded to the survey. The results are listed below. Areas highlighted in gray are areas that less than 80% of students either agreed or strongly agreed. Many of the areas of concern are addressed in the action plan section of the school improvement plan.

	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Academic Environment</b>				
1. My teachers explain things when I don't understand.	54.7	28.4	7.4	9.5
2. My teachers help me when I don't understand.	61.1	29.5	7.4	2.1
3. My teachers help me when I want to learn more about a subject.	43	43	9.7	4.3
4. My teachers give me prompt feedback on my assignments.	46.8	40.4	7.4	5.3
5. My teachers tell me how I do on my assignments, tests, and homework assignments.	55.3	35.1	6.4	3.2
6. I have the opportunity to ask my teachers about my assignments.	51.1	33	11.7	4.3
7. My teachers explain to me how to do my homework.	62.8	25.5	9.6	2.1
8. My teachers have high expectations for me to do well in school.	69.1	27.7	2.1	1.1
9. My teachers listen to my ideas.	45.3	38.9	10.5	5.3
10. It is easy to talk to teachers about things that bother me.	34	34	20.2	11.7
<b>Welcoming Atmosphere</b>				
11. School staff treats students fairly.	46.8	39.4	8.5	5.3
12. If needed, I know that I can talk to a school administrator about a problem.	43	39.8	12.9	4.3
13. There is an adult at school I can talk to when I have personal problems.	53.3	27.2	13	6.5
14. School staff is friendly and helpful.	54.3	38.3	3.2	4.3
15. If I got into trouble, the school staff would treat me fairly.	35.1	35.1	16	13.8
16. I get along with other students in this school.	40.4	47.9	7.4	4.3
17. Students help one another in this school.	39.4	38.3	14.9	7.4
18. Students care about each other in this school.	35.1	36.2	21.3	7.4
19. I feel welcomed at this school.	54.3	28.3	9.8	7.6
<b>Student Responsibility</b>				
20. School staff encourages students to respect others.	69.5	26.3	3.2	1.1
21. This school encourages students to respect the rights of other students.	64.9	33	2.1	0
22. This school teaches students to be responsible for their own behavior.	65.3	27.4	4.2	3.2
23. This school encourages students to help one another.	60	30.5	4.2	5.3
<b>Safe, Drug-Free, and Conducive to Learning</b>				
24. I feel safe at school.	64.2	27.4	4.2	4.2
25. My belongings are safe in this school.	37.9	29.5	28.4	4.2
26. Students in this school are well-behaved.	15.8	42.1	28.4	13.7
27. I can work in my classroom without being bothered by other students.	23.7	32.3	33.3	10.8
28. In this school, students teasing other students is a problem.	41.1	27.4	18.9	12.6
29. In this school, students bullying other students is a problem.	41.9	16.1	18.3	23.7
30. In this school, drug use is a problem.	38.3	8.5	7.4	45.7
31. In this school, alcohol use is a problem.	31.2	10.8	9.7	48.4

	A	B	C	D
<b>Overall Satisfaction</b>				
32. What grade would you give your school?	40.2	32.6	17.4	9.8

## Parent Survey Results

In the spring of 2009 all parents in the school were surveyed about their satisfaction with the school. 23 parents or 6% responded to the survey. The results are listed below. Areas highlighted in gray are areas that less than 80% of parents either agreed or strongly agreed. The only areas of concern were about teasing and getting important information to parents. These concerns are both addressed in the parental involvement action plan and the school improvement plan.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Not Applicable
<b>Communication about Students' Progress</b>	<b>43.5</b>	<b>40.9</b>	<b>10.4</b>	<b>2.6</b>	<b>2.6</b>
1. My child's teachers keep me informed about my child's progress in school.	39.1	39.1	17.4	4.3	0
2. It is easy for me to talk to my child's teachers about things concerning my child.	52.2	39.1	4.3	4.3	0
3. My child's teachers take actions to resolve my concerns.	39.1	34.8	17.4	0	8.7
4. My child's teachers expect my child to do well in class.	43.5	52.2	0	0	4.3
5. I am satisfied with the overall instruction my child receives at this school.	43.5	39.1	13	4.3	0
<b>Welcoming Atmosphere</b>	<b>59.3</b>	<b>35.2</b>	<b>4.4</b>	<b>0</b>	<b>1.1</b>
6. I feel welcomed at this school.	56.5	39.1	4.3	0	0
7. This school does a good job of informing me about meetings and special school events.	50	40.9	9.1	0	0
8. This school does a good job of welcoming families of diverse cultures.	60.9	34.8	0	0	4.3
9. I am treated with respect at this school.	69.6	26.1	4.3	0	0
<b>School Leadership</b>	<b>34.8</b>	<b>42</b>	<b>10.1</b>	<b>2.9</b>	<b>10.1</b>
10. The school leadership is accessible to me when needed.	34.8	52.2	4.3	4.3	4.3
11. This school has a clear process for addressing my concerns.	30.4	34.8	17.4	0	17.4
12. The school leadership is responsive to the concerns of parents and the community.	39.1	39.1	8.7	4.3	8.7
<b>Safe, Drug-Free, and Conducive to Learning</b>	<b>80.7</b>	<b>67.1</b>	<b>52.1</b>	<b>31.3</b>	<b>40.2</b>
13. My child feels safe at school.	65.2	26.1	8.7	0	0
14. In this school, students teasing my child is a problem.	0	8.7	34.8	34.8	21.7
15. In this school, students bullying other students is a problem.	0	13	21.7	34.8	30.4
16. In this school, drug use is a problem.	0	0	8.7	56.5	34.8
17. In this school, alcohol use is a problem.	0	0	9.1	59.1	31.8
18. There is an atmosphere of open communication in my child's school.	47.8	39.1	8.7	4.3	0
19. This school does a good job of getting important school information to parents.	52.2	26.1	21.7	0	0
<b>Opportunities for Engaging Parents</b>	<b>40.6</b>	<b>37.7</b>	<b>10.1</b>	<b>1.4</b>	<b>10.1</b>
20. This school provides opportunities for parents to be involved in school improvement.	34.8	39.1	17.4	4.3	4.3
21. This school provides a variety of ways for parents to volunteer.	52.2	34.8	8.7	0	4.3
22. I feel comfortable volunteering at my child's school.	34.8	39.1	4.3	0	21.7

	A	B	C	D	Fail
<b>Overall Perception</b>	<b>30.4</b>	<b>37</b>	<b>28.3</b>	<b>4.3</b>	<b>0</b>
23. What grade would you give your child's school?	43.5	21.7	26.1	8.7	0
24. What grade would you give the public schools in Montgomery County?	17.4	52.2	30.4	0	0

## Staff Survey Results

In the spring of 2009 all parents in the school were surveyed about their satisfaction with the school. 25 staff members or 32% responded to the survey. The results are listed below. Areas highlighted in gray are areas that more than 20% of staff either disagreed or strongly disagreed. These concerns are addressed in the parental action plan and the school improvement plan and in the principal's professional development plan (PDP).

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
<b>Academic Environment</b>					
1. For the students I teach, I have enough instructional materials.	52	36	0	0	12
2. There are few interruptions to student instruction.	20.8	45.8	8.3	12.5	12.5
3. Extra duties are shared equitably among school staff.	24	56	4	4	12
4. The amount of non-teaching duties I am assigned is reasonable.	24	44	8	4	20
5. I have time during the workday to plan my instruction for students.	8	44	24	8	16
6. I am given the support (such as resources, training, etc.) that I need to teach students with special needs (special education and English Language Learners).	16	64	8	0	12
7. The number of students assigned to me is manageable.	16	60	8	0	16
8. I feel free to give students the grades they earn.	40	20	0	0	40
9. I regularly discuss my teaching methods and strategies with other school staff members.	32	48	4	0	16
<b>Staff Expectations for Student Learning</b>					
10. When students in this school have difficulty learning, teachers use a variety of methods to help students learn.	28	64	4	0	4
11. Teachers in this school motivate students to learn.	48	52	0	0	0
12. Teachers in this school believe every student can learn.	48	52	0	0	0
13. This school has high expectations for the academic performance of all students.	60	40	0	0	0
14. Teachers in this school are well prepared to teach their subject(s).	32	60	4	0	4
15. My school encourages parent involvement.	48	48	0	0	4
<b>School Leadership</b>					
16. The school leadership lets me know what is expected of me.	36	56	0	4	4
17. I can talk openly with the school leaders about school-related matters.	44	40	12	0	4
18. The school leadership supports me in student discipline matters.	44	48	0	0	8
19. The school leadership fosters a collaborative work environment.	44	52	4	0	0
20. The school leadership involves me in decisions affecting my work.	25	50	4.2	12.5	8.3
21. The school leadership supports me in working with parents.	41.7	54.2	0	0	4.2
22. The school leadership treats me with respect.	52	40	0	8	0
<b>School Culture</b>					
23. School staff members respect one another.	44	52	4	0	0

24. I feel comfortable sharing my ideas with other school staff members.	60	40	0	0	0
25. School staff members receive help and encouragement from their colleagues.	60	36	4	0	0
26. School staff members recognize the accomplishments of other staff members.	48	48	4	0	0
<b>Safe, Drug-Free, and Conducive to Learning</b>					
27. This school is a safe place to work.	62.5	37.5	0	0	0
28. My personal belongings are safe in this school.	29.2	66.7	4.2	0	0
29. Students in this school behave in an orderly manner.	25	70.8	4.2	0	0
30. School staff members consistently enforce school rules.	37.5	58.3	4.2	0	0
31. In this school, students teasing other students is a problem.	12.5	16.7	62.5	8.3	0
32. In this school, students bullying other students is a problem.	8.3	12.5	66.7	12.5	0
33. In this school, student drug use is a problem.	4.2	0	16.7	66.7	12.5
34. In this school, student alcohol use is a problem.	4.2	0	16.7	66.7	12.5
<b>School Building</b>					
35. The outside of this school is kept clean.	66.7	33.3	0	0	0
36. The inside of this school is kept clean.	83.3	16.7	0	0	0
37. Bathrooms in this school are kept clean.	45.8	45.8	8.3	0	0
38. Bathrooms in this school are well supplied.	41.7	50	8.3	0	0
39. Maintenance issues are addressed in a timely manner.	54.2	41.7	0	4.2	0
<b>Professional Growth System</b>					
40. I am encouraged to participate in training that would help me grow professionally.	24	56	8	4	8
41. I receive the support I need for my professional growth (such as Professional Development Plan).	25	50	12.5	4.2	8.3
42. The training and staff development that I receive at my school help me grow professionally.	36	40	4	4	16
43. Systemwide professional development opportunities meet my needs.	24	52	8	4	12
44. The evaluation process provides me information on my areas of strength and areas needing improvement.	28	60	0	4	8
45. I regularly receive feedback on my performance.	13	34.8	30.4	13	8.7
<b>Satisfaction</b>					
46. I get satisfaction from my work.	76	24	0	0	0
47. Staff morale is positive in this school.	44	48	8	0	0
48. I would recommend my school as a good place to work.	64	36	0	0	0

## Faculty and Staff Focus

### ***INSTRUCTION BY HIGHLY QUALIFIED TEACHERS***

*Highly Qualified Teachers Plan for Montgomery County Public Schools*      *Date: October 1, 2009 School System Objective #1: To recruit, select, and retain highly qualified and certified teachers with a cadre of experiences that can address the diverse needs of the students enrolled in the Title I Schools.*

Tasks	Office(s) Responsible	Time Line	Task Review Dates
1. Recruit and hire a cadre of certified and highly qualified teachers for Title I Schools	Office of Human Resources/Department of Staffing	Continuous	Monthly
2. Strive to fill vacancies from a broad-based and diverse candidate pool that includes balance in terms of gender, ethnicity, and experience	Office of Human Resources/Department of Staffing	August-June	April
3. Evaluate the credentials of applicants with experiences related to the needs of the students and conduct interviews by asking questions related to the needs of the students. Work cooperatively with principals to select applicants with the skills set that addresses the needs of the students Allow Title I principals to review new candidate files prior to other principals.	Office of Human Resources/Department of Staffing	November-April	Monthly; November-April
4. Monitor voluntary and involuntary transfers, substitute teachers and instructional assistant coverage for employee absences	Office of Human Resources/Department of Staffing	April-June	April-June

**Continued – Page 2**

Tasks	Office(s) Responsible	Time Line	Task Review Dates
5. Provide consulting teachers to each first-year teacher as part of a comprehensive teacher induction program.	Office of Organizational Development	August-June	January and June
6. Assign a staff development teacher to all schools to ensure that staff are supported in job-embedded professional development linked to the school improvement process.	Office of Organizational Development	August-June	January and June
7. Provide job-embedded professional development linked to the School Improvement Plan	Office of Organizational Development, Department of Curriculum and Instruction	October-April	January-May
8. Introductory Maryland Institute for Beginning Readers for teachers new to Reading First to provide an overview of the program and an introduction to scientifically based reading research	Reading First Project Supervisor	June	September
9. Conduct school based training in reading for teachers (K-2) at Rosemont who for the first time in six years are implementing the MCPS R/LA Curriculum	Reading Teacher SDT	September - May	November
10. Before/after school voluntary LETRS training for new staff and current staff members who were unable to attend the scheduled modules	Reading Teacher	2 <sup>nd</sup> quarter	January

# Strategic Planning

## Action Plan for Reading/Language Arts

(Directions: Develop measurable action steps/objectives/processes to achieve SIP goals to be monitored weekly, monthly, quarterly, as appropriate. Outline the actions chronologically and/or group action steps by function (e.g., data analyses, student interventions, staff development.)

**School: Rosemont E.S**

**Date: October 1, 2009**

SIP Goal/Objective (Annual Measurable Objective (AMO) 2010): 81.2% of all students and of the eight subgroups will demonstrate proficient or advanced performance on reading on the MSA.

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Teachers (K-3) and other selected staff will attend the Maryland Beginning Reading Institute	Reading Coach – K. Johnson	Trained MSDE staff	Sign up on PDO	June 24/25 Reading First Instructional Specialist	
2 Day Professional Development for teachers on the MCPS R/LA Curriculum and how to implement it effectively	Reading Coach SDT – S. Schaffer	Instructional Specialists from the Reading Office	Agenda, sign-in an Evaluation by participants	June 25/26. Instructional Specialists	
K-2 teams (including the paraprofessionals) will learn and implement the MCPS R/LA curriculum now that we are no longer under the Reading First Grant	Reading Specialist and SDT	Instructional Guides and support from Instructional Specialists	Weekly plans	Reading Specialist  Ongoing	
Attend the National Reading First Conference, Cincinnati Ohio	Reading Coach SDT	Various practioners from across the country	Registration forms and session handouts	July 14-17 Reading First Instructional Specialist	
Select staff will attend Language Essentials for Teachers of Reading and Spelling (LETRS)	Reading Specialist	Dr. Carol Tolman	Sign Up on PDO Leave slips	Sept 14-18 Reading First Instructional Specialist	
At regularly scheduled meetings analyze a variety of data in order to identify students who need: -additional reading support -accelerated instruction	- Reading Specialist - Grade Level Teachers - SDT - Principal	List of targeted students and their Filemaker profile that includes: MSA data MAP-R data DIBELS Formative Rdg.	Teacher data notebooks that may include: - Selection Test data - MAP-R data - DIBELS data - Unit Assessments - Student work samples	Ongoing ~ Sept/May  Classroom teachers	

<b>Action steps/objectives/ processes Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Monitoring tools or data points (formative &amp; summative)</b>	<b>Monitoring: Date and by whom</b>	<b>Results (include evaluation of processes for effectiveness and efficiency)</b>
Whole faculty study group with a focus on equity. Targeted areas will focus on meeting student needs and improving student performance in reading	SDT	<i>We Can't Teach What We Don't Know</i> by Gary Howard	Sign in sheets  Discussion logs  Feedback on "pilot" workbook	SDT Ongoing ~ Oct/May	
Students in PreK-5 will maintain "Data Notebooks" to monitor their own performance	- Teachers - Students	Notebooks Time allotted to maintain and reflect on data/goals	- Regularly updated Entries contained in the notebook - Work samples	Ongoing ~ Sept.May Classroom teachers and students  Send home 2x a quarter	
Identify G/T students with reading strengths who did not score advanced on MSA/or students who did score advanced on MSA, and provide appropriate instruction to move student to the next level	G/T Liaison Teachers Rdg. Teacher	- MSA Data - G/T Test Data	Small group lesson plans  Anecdotal records	- Reading Specialist Administration	
Teachers will maintain a data notebook to monitor student performance	Teachers IDA	IMS Data Variety of mutually agreed upon grade level data	- Regularly updated Entries contained in the notebook	Ongoing  Classroom Teachers	

<b>Action steps/objectives/ processes Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Monitoring tools or data points (formative &amp; summative)</b>	<b>Monitoring: Date and by whom</b>	<b>Results (include evaluation of processes for effectiveness and efficiency)</b>
Rosemont staff will conduct “walk throughs” of the MCPS R/LA program in grades K - 2	- Administration - Core Team - R/LA Instructional Specialist from OOD - Select classroom teacher(s)	Look Fors and locally developed capture sheet	- Documentation from the capture sheet - Debriefing notes for each grade level	- December/April - CORE team	
Teachers will write observable, measurable goals and interventions for students needing additional support.	Teachers Counselor CAP facilitators	Student data Observational records	-CAP meeting form - Graphs - Intervention plans for identified students	- Ongoing - Grade level teams - CAP Facilitators	

<b>Action steps/objectives/ processes Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Monitoring tools or data points (formative &amp; summative)</b>	<b>Monitoring: Date and by whom</b>	<b>Results (include evaluation of processes for effectiveness and efficiency)</b>
There will be a 2010 Rosemont Summer Reading Incentive Program with a follow-up celebration in September.	- Reading Specialist - SDT	-Summer Reading incentive packet -Paperback books, certificates, incentives, etc.	Student log	- August 29 - Signed parent/student signature page from the summer reading packet	

## Action Plan for MATH

(Directions: Develop measurable action steps/objectives/processes to achieve SIP goals to be monitored weekly, monthly, quarterly, as appropriate. Outline the actions chronologically and/or group action steps by function (e.g., data analyses, student interventions, staff development.)

**School: Rosemont E.S.**

**Date: October 1, 2009**

SIPGoal/Objective (Annual Measurable Objective (AMO) 2008): 79.4% of all students and of the eight subgroups will demonstrate proficient or advanced performance on math on the MSA.

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Analyze a variety of data in order to identify students who need: -additional math support - accelerated instruction	-Grade Level Teachers - MCC-S. Santini - Principal - SDT-S. Schaffer	-Pre tests - Unit tests -Formative assessments - Report card data - List of targeted students and their ongoing data collection	- Teacher data notebooks including end of unit reports and formative assessment data - Student work samples	At the beginning of every math unit (1-6) Sept/May  Classroom Teacher	
Teams will meet weekly to plan for the instructional block. A school wide planning sheet which outlines the math block (warm-up, whole group lesson, small group instruction closure and assessment) will be submitted to the MCC and principal	Grade level team  MCC	Guides Planning sheet	Planning sheet	Due electronically to MCC and principal weekly	
Whole faculty study group with a focus on equity. Targeted areas will focus on meeting student needs and improving student performance in math	SDT	<i>We Can't Teach What We Don't Know</i> by Gary Howard	Sign in sheets  Discussion logs  Feedback on "pilot" workbook	SDT Monthly meetings Oct/May	
Students in PreK-5 will maintain "Data Notebooks" to monitor their own performance. These books will be sent home on a regular basis	- Teachers - Students	- Time allotted to maintain and reflect on data/goals - Notebooks	- regularly updated entries contained in notebook - work samples	Sept/May  Classroom Teacher and students	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Teachers will maintain a data notebook to monitor student performance	- Teachers - IDA	- IMS data - Variety of mutually agreed upon grade level data	- Regularly updated Entries in the notebooks	- Classroom teachers	
Math Walk – Througths k-5	- Administration - Core Team - R/LA Instructional Specialist from OOD - Select classroom teacher(s)	Look Fors and locally developed capture sheet	- Documentation from the capture sheet - Debriefing notes for each grade level	- December/April - CORE team	
Select grade 3 students will receive ongoing intervention outside of the 90 minutes math block	Focus teacher	America’s Choice Program (Math Navigator)	Intervention program checkpoints	Focus	

<b>Action steps/objectives/ processes Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Monitoring tools or data points (formative &amp; summative)</b>	<b>Monitoring: Date and by whom</b>	<b>Results (include evaluation of processes for effectiveness and efficiency)</b>
Provide additional math instruction outside of the school day for a targeted group of students in grades 3.	- Teachers - Math Coach	- Research based intervention math program	- Attendance sheets	Two sessions (Oct. – Dec.)  Stipended staff members	
Identify G/T students with math strengths who are not scoring advanced on MSA and provide appropriate instruction to move student to the next level	G/T Coordinator Teachers Math Coach	MSA Data Formative Data Unit assessment data	GT math data chart	GT teacher Math Coach	
Rosemont Teachers will participate in peer visits with a focus on math (Grades 1 and 3)	Teachers MCC SDT	Coverage for visits and de-briefings Look Fors and reflection form	-Debriefing Notes - Observation sheet	- October – February  (MCC, SDT)	
Teachers will write observable, measurable goals and interventions for students needing additional support.	Teachers Counselor CAP consultant	Student data Observational records	-Cap meeting forms - Graphs - Intervention plans for targeted students	- ongoing - Grade Level Teams - Coaches	
Students are invited to participate in the Rosemont Summer Math Incentive Program with a follow-up celebration in September.	- MCC - SDT	-Summer Math incentive packet - Certificates, incentives, etc.		- August 29 - Signed parent/student signature page from the summer reading packet	

## Action Plan for Parent Involvement

Rosemont Elementary School accepts the Montgomery County Public Schools family involvement regulation and has aligned its school level parent involvement plan accordingly.

### REGULATION

#### MONTGOMERY COUNTY PUBLIC SCHOOLS

**Related Entries:** ABA, ABA-RA, ABC, BMA, FAA, IEA, IEB, IED, IFB, IGP-RA, IRB-RA

**Responsible Office:** Deputy Superintendent

#### Parent Involvement

##### I. PURPOSE

To ensure a strong home-school partnership, promote and increase effective, well structured, and comprehensive parental involvement practices, and ensure that parental involvement efforts reflect the cultural and linguistic diversity of local school communities.

##### II. RATIONALE

Involving parents in their children's education results in mutually supportive relationships among students, parents, and staff that will guide and enhance the intellectual and social development of students.

##### III. DEFINITION

The term "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling. In this regulation, "comprehensive parental involvement" is intended to include research based, Six National Standards for Parent/Family Involvement Programs as follows:

- A. Communicating
- B. Parenting
- C. Student Learning
- D. Volunteering
- E. School Decision-making and Advocacy
- F. Collaborating with Community

##### IV. PROCEDURES FOR SCHOOLS

All MCPS employees are expected to convey a commitment to parent involvement. School staff are expected to take the initiative to reach out to parents in a variety of ways to encourage parent participation. In addition, local schools are encouraged, in collaboration with their parent community, to develop a local school statement which articulates a shared responsibility and strategies to support: student learning and high achievement; effective, frequent two-way communication between school and home; and family, school, community partnerships aligned with school improvement plan goals.

- A. Each local school will include on its school improvement team: school staff, parents, and students (when appropriate) who reflect the rich linguistic and cultural diversity of the local school community.
- B. The school improvement team should consider how parental involvement is incorporated into its School Improvement Plan.
- C. Each local school should work in cooperation with parents, parent groups and PTAs, to develop and maintain a clear, regular two-way communication system that:
  - i. Provides information on issues such as: local school and school system policies, practices and regulations, including discipline procedures, instructional programs, opportunities for collaboration, school or system initiatives, regular student progress reports, assessments, and parent-teacher conferences, through a variety of traditional and non-traditional means such as, but not limited to, newsletters, school-parent orientation programs, checklists, web sites, and list serves
  - ii. Solicits and considers parent comments and concerns, and makes use of parent talents
  - iii. Strives to ensure that staff are accessible for parent-teacher communications
  - iv. Uses the resources of the community and central offices
- D. Work in cooperation with the PTA and other parent groups to support programs for parents to learn how to create and sustain a home learning environment by:
  - i. Sharing information, materials, and programs about how parents can:

- a) Recognize that they have an essential role to play in their children’s education by supporting, encouraging, and assisting their children to learn
    - b) Get information on “parenting” topics such as nutrition, health, self esteem, parent/child communication, motivation, discipline, child development, and other topics relevant to the specific population
  - ii. Providing space for parent training and parent materials, as feasible
  - iii. Ensuring that parenting information is provided to parents on a regular, systematic basis by using such forums as parenting sections in newsletters, discussion groups, conferences, workshops, web sites, and list serves, etc.
  - iv. Parenting information should be translated, as appropriate and feasible.
- E. Assist parents in playing an integral role in student learning by:
  - i. Providing appropriate information for staff to work effectively with parents in order to support the concept of learning at home, including such topics as:
    - a) How to support academic and behavioral expectations
    - b) How to share curriculum content with parents
    - c) How to facilitate parent participation in children’s learning at home
  - ii. Providing materials on what their child is learning and how to expand on school learning at home, as well as suggestions about available resources
  - iii. Suggesting ways that parents can enrich and support the curriculum
- F. In accordance with regulation IRB-RA *Use of Volunteer Services*, encourage parents to volunteer in the classroom, in other areas of the school, and/or at home by:
  - i. Providing information for staff use in the development of jobs for volunteers
  - ii. Maximizing opportunities for parent volunteer participation, including the participation of parents with special needs or limited English proficiency, and parents of students with special needs or limited English proficiency
  - iii. Providing orientation and training for parent volunteers, seeking support from central office personnel when appropriate
  - iv. Identifying a member of the school staff to work cooperatively with the PTA, and other parent groups to encourage parent participation
- G. Respect the right of parents to serve as advocates and support this advocacy by:
  - i. Recognizing that advocacy requires that people understand issues, and have information about the processes for addressing these issues, including due process rights
  - ii. Encouraging parents to participate in the development, monitoring, and evaluation of the school improvement plan
  - iii. Providing leadership/advocacy information for parents
  - iv. Encouraging the growth and development of parent groups, PTAs, and other community groups that reach out within the school community, as well as participating in county, state and national efforts for children and for education
- H. Collaborate with local community resources and informing families about those resources by:
  - i. Identifying resources that serve families within the community
  - ii. Informing school staff of the resources for families available in the community
  - iii. Involving community members in school volunteer and mentor programs
  - iv. Providing information about community agencies that provide family support services and adult learning opportunities
  - v. Developing partnerships with local business and service groups to advance student learning and to assist schools and families

## V. PROCEDURES FOR CENTRAL OFFICES

All MCPS employees are expected to convey a commitment to parent involvement and demonstrate respect for parent involvement. To support this commitment and to ensure implementation of the parent involvement policy and regulation, appropriate staff in central offices will encourage and assist:

- A. Local schools in their comprehensive parent involvement efforts and in the use of interpreter and translation services whenever feasible
- B. Communication with parents about school system policies, practices, regulations, and other general information
- C. Development of parenting programs and materials for all parents including those who are English language learners or have special needs. This may include the use of cable television, pamphlets, adult education courses, parent resource areas, parent information centers, and programs designed to orient new parents to MCPS by:
  - i. Providing materials and resources to inform staff and parents
  - ii. Helping parents with school-related issues, resolving problems, and finding resources
  - iii. Informing parents about the organization and function of the MCPS system
  - iv. Disseminating information about school and community resources to parents and staff

- v. Identifying and sharing successful parent involvement programs, plans, and activities for use by local schools
- D. Countywide volunteer opportunities by providing appropriate information
- E. The development of parent leadership through PTAs and other recognized groups
- F. Collaboration with businesses, organizations, and other government agencies to gain support and assistance for parent involvement efforts
- G. Information and training by:
  - i. Providing information for staff and parents to enable them to understand and support effective parent involvement
  - ii. Providing training for parents and staff to develop positive communication skills, including cultural competence and collaboration skills, and parent outreach strategies
  - iii. Including rationale for parent involvement in A & S training, as well as new principal and new staff training
- H. Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family involvement practices in their training programs
- I. Development of methods to accommodate and support parent involvement for all parents with special circumstances, including those who are English language learners, those with disabilities, and those living in poverty
- J. Local schools to use the data obtained from a variety of sources, including such things as the MCPS parent surveys to develop their school improvement plans

**Regulation History:** New Regulation, August 21, 1991; revised July 21, 2003.

Rosemont Elementary School accepts the Montgomery County Public Schools family involvement policy and has aligned its school level parent involvement plan accordingly.

## **POLICY**

### **BOARD OF EDUCATION OF MONTGOMERY COUNTY**

**Related Entries:** ABA, ABA-RA, ACG, BMA, FAA, IEA, IEB, IED, IFB, IGP-RA, IRB-RA

**Responsible Office:** Deputy Superintendent

#### **A. PURPOSE**

1. To reaffirm the Montgomery County public school system's strong commitment to the role of parents as valued partners in their children's education and to promote and increase effective, comprehensive parental involvement
2. To ensure that parental involvement efforts reflect the rich cultural and linguistic diversity of local school communities

#### **B. ISSUE**

Family involvement in a child's learning is a critical link to achieve academic success and to ensure a safe and disciplined learning environment.

#### **C. POSITION**

##### 1. Definition

In this policy, "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling. In this policy, "comprehensive parental involvement" is intended to include the research based, Six National Standards for Parent/Family Involvement Programs as follows:

- a) Communicating
- b) Parenting
- c) Student Learning
- d) Volunteering
- e) School Decision-Making and Advocacy
- f) Collaborating with Community

##### 2. Achievement of the purpose will be sought through a variety of efforts including:

- a) Effective two-way communication between all parents and schools regarding school system policies, practices and regulations, local school policies, and an individual child's progress
- b) Activities to encourage parental volunteer opportunities in schools both in the classroom and in other areas of the school including attendance at local school programs and events
- c) Information and programs for parents on how to establish a home environment to support learning and appropriate behavior
- d) Information and programs for parents about how they can assist their own children to learn
- e) Assistance to develop parental involvement in educational advocacy through PTAs and other organizations, including school system task forces and advisory committees

##### 3. While each division, office, and school must assess its role and plan of action to meet these goals, all MCPS employees are expected to convey a commitment to parental involvement.

###### a) Consistent with this commitment, local schools are expected to:

- 1) Provide an inviting and welcoming environment where parent involvement is respected and valued
- 2) Develop activities and materials that provide for effective two-way communication between parents and the school on local school policies and practices and individual student progress
- 3) Support and encourage parental volunteer opportunities including participation in the development of school improvement plans
- 4) Provide programs that assist parents in learning how they can help children learn, including activities that are connected to what children are learning in the classroom
- 5) Work with PTA, other parent organizations, and parent outreach personnel to ensure parental input from a broad range of culturally and linguistically diverse groups

- b) Consistent with this commitment, local schools are encouraged, in collaboration with their parent community, to develop a local school statement which articulates a shared responsibility and strategies to support: student learning and high achievement; effective, frequent, two-way communication between school and home; and family, school, community partnerships aligned with school improvement plan goals
4. In addition, appropriate staff in central offices are expected to support local school efforts and, where relevant:
- a) Communicate with parents on school system policies and regulations
  - b) Provide for the development of parenting programs and materials, including the use of cable television, pamphlets, adult education courses, parent resource centers, and programs designed to orient new parents to MCPS
  - c) Support and encourage the use of interpretation and translation services whenever feasible
  - d) Maintain and support parental volunteer opportunities with appropriate information and training
  - e) Assist in the development of parental leadership through PTAs and other recognized groups
  - f) Work with businesses, organizations, and other government agencies which by their policies and activities can provide support and assistance for parental involvement efforts
  - g) Provide appropriate teacher and staff training to support effective parental involvement; conduct staff and parent training in ways to communicate and work together including problem solving, conflict resolution skills, and outreach strategies
  - h) Identify and publicize promising programs and practices related to parental involvement
  - i) Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family connections in their training programs
  - j) Develop methods to accommodate and support parental involvement for all parents, including those with special needs, limited English proficiency, limited financial resources and individuals with disabilities
  - k) Develop mechanisms for local schools to use in order to assess the effectiveness of their parental involvement efforts

#### **D. DESIRED OUTCOME**

Schools and families will work together to ensure that the educational process includes quality learning at home, in school, and in the community.

#### **E. IMPLEMENTATION STRATEGIES**

1. The superintendent will assess the status of parental involvement, review existing policies and procedures, and develop necessary regulations and procedures to support this policy, including a review of staff and budget support.
2. The Board of Education will seek parental input on school system policies, including curriculum, facilities, and funding issues from a broad spectrum of our culturally and linguistically diverse community.

#### **F. REVIEW AND REPORTING**

This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

**Policy History:** Adopted by Resolution No. 669-90, November 13, 1990; reformatted September 1996; amended by Resolution

489-02, October 28, 2002.

# Rosemont Elementary School

## 2009-2010 Parent Involvement Action Plan

<b>Action steps/objectives/ processes Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Monitoring tools or data points (formative &amp; summative)</b>	<b>Monitoring: Date and by whom</b>	<b>Results (include evaluation of processes for effectiveness and efficiency)</b>
<b>General Requirements</b>					
1. Involve parents in the decision making process regarding how funds reserved for family involvement are being spent.	Parent Involvement Committee (PIC) Administration Title I Specialist	Survey feedback Budgets	Sign in Agenda Notes Evaluation (SANE)	Ongoing Administration Parent Involvement Committee	
2. Review, revise and distribute the parent involvement plan annually to meet the changing needs of the parents in the school.	PIC School staff Administration	Parent Involvement Plan Feedback	SANE Feedback	Ongoing Parent Involvement Committee	
3. Conduct parent meeting to disseminate information about the school's Title I schoolwide program and parental rights.	Title I Specialist	Title I Specialist Interpreter	SANE	October Title I Specialist	
4. Involve parents in planning, reviewing and improving the school's parent involvement program	PIC	Survey feedback	SANE	Sept., Jan. June Parent Involvement Committee	
5. Develop/revise/disseminate school-parent compact which identifies actions in which the parents, school staff, and students will engage to share the responsibility for improved student achievement.	PIC Administration Title I Specialist Parents Teachers Students	School-Parent Compact Template	School-Parent Compact Sign off from parents School Improvement Plan	November 1 Title I Specialist	
<b>Building Capacity</b>					
6. Plan and implement parent information meetings on the following topics: <ul style="list-style-type: none"> <li>• Maryland School Assessment Program</li> <li>• Maryland and MCPS Standards and Curriculum</li> <li>• How to Support Reading and Math at Home</li> </ul>	Title I Specialist PIC School staff	PowerPoint Parent Notification Interpreter Babysitters ConnectEd	SANE	Ongoing Title I Specialist	
<b>Action steps/objectives/ processes Timeline</b>					
7. Provide training to staff on the importance of family involvement and effective practices in conducting	Staff Development Teacher	Research articles Handouts	SANE	Mid November Title I Specialist	

## Rosemont Elementary School 2009-2010 Parent Involvement Action Plan

parent-teacher conferences	Title I Specialist				
8. Work with other agencies and programs that support parental involvement	School Counselor Administration Teachers	Contact person at the agency/program	Flyers Meeting notes	Ongoing School Counselor	
9. Communicate information to parents about school programs, meetings, and other activities in multiple languages as appropriate. (i.e., school newsletters, flyers, meeting notices, etc.)	Administration School secretary Teachers DFCP Title I Specialist	Interpreter Language Line School newsletters Notices ConnectEd School website	Newsletters Notices Handouts to parents ConnectEd	Ongoing Title I Specialist	
10. Provide reasonable support so parents may participate in school activities as much as possible (i.e., transportation, babysitting)	Administration	PTA Interpreter PIC Babysitters	SANE Flyers	Ongoing PIC Title I Specialist	
<b>Accessibility</b>					
11. Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless	Administration School Counselor	Interpreter School Counselor ESOL teachers	SANE Flyers	Ongoing PIC Title I Specialist	
<b>Other</b>					
12. Inform parents about the Maryland Parent Information Resource Center	Title I Specialist	Flyers School website	Newsletters	November 1 Title I Specialist	
13. Involve parents as active participants in the planning, review, and revision of the School Improvement Plan.	Administration Title I Specialist	Accessible schedule Interpreter	SANE	July-September Review due quarterly to OSP	

The term “parent” is intended to include parents, guardians, and other family members involved in supervising the child’s schooling.

## **Parent Involvement at Rosemont**

During the first week of school, classroom teachers used the lesson plan from "My Job, Your Job, Our Job" to develop individual class home/school compacts. The compacts were shared at Back to School Night, and parents were given the opportunity to provide feedback to the classroom compacts. A sample of a primary and an intermediate classroom compact is attached.

At the first Parent Involvement Committee meeting held in September, committee participants developed the Rosemont Parent Involvement Plan and the Parent Involvement Action Plan. All parents will be given copies of the plans and the class compact, and copies of the plans will also be posted on the school website. The Parent Involvement Plan and the Action Plan will be revisited at the mid-year and end-of-year evaluation meeting.

### **Parent Involvement Committee Meeting Dates:**

Sept. 18

Dec. 4

Feb. 5

April 9

May 28

## Rosemont Elementary School Title I Parent Involvement Plan: 2009-2010

Rosemont Elementary School supports the involvement of all parents/families. It is our belief that the education of our children is a shared responsibility. We believe that when parents are involved, students will be more successful. In this policy, “parent” is intended to include parents, guardians, and other family members involved in supervising the child’s schooling.

We carry out the requirements for Title I schools in the following ways:



### General Requirements

- ✓ Involve parents in deciding how family involvement funds are being spent during the Parent Involvement Committee meetings
- ✓ Involve parents as members of the Parent Involvement Committee in the development of our school’s Parent Involvement Plan
- ✓ Distribute the Parent Involvement Plan in English and Spanish to all parents in the parent newsletter and post it on the school’s website
- ✓ Hold an annual Title I meeting at the October open house to provide information about the Title I program, parental rights, and the important role parents play in their children’s education.
- ✓ Involve parents in planning, reviewing and improving our school’s Parent Involvement Plan and Program through surveys, Curriculum Nights evaluations and Parent Involvement Committee meetings
- ✓ Ask for parents’ comments about the Parent Involvement Plan and submit those comments to the Division of Title I Programs
- ✓ Develop individual written class compacts with staff, students and parents that are shared at Back to School Night



### Building Capacity

- ✓ Help parents understand the Maryland School Assessment Program and the Maryland and MCPS Standards and Curriculum and the requirements of Title I
- ✓ Provide materials and parent trainings/workshops during the day and in the evening to help parents improve their children’s academic achievement
- ✓ Provide training for staff during monthly staff meetings about how to work with parents as equal partners
- ✓ Work with other agencies and programs that support parental involvement, such as Linkages, Special Education, ESOL, Division of Family and Community Partnerships, Health Department and Library
- ✓ Communicate information whenever possible in both English and Spanish
- ✓ Provide reasonable support, such as interpreters and childcare, so parents may participate in school activities as much as possible



### Accessibility

- ✓ Provide interpreters and translation for parents with limited English proficiency, parents with disabilities or parents who are homeless



### Parent Information Resource Center (PIRC)

- ✓ Inform parents about the Maryland Parent Information Resource Center and conferences in Spanish and English in flyers and on the school website

## **Information on Schoolwide Program**

**Activities that will be used to ensure that students having difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance.**

- Any student of a subgroup that was identified as being at risk in the needs assessment portion of the school improvement plan will be evaluated by a data team consisting of grade level teachers, specialists, and administration. Students who the team determines to be at risk will have individual action plans created to address their learning needs. The plans will include specific interventions specifically matched to students' needs. Students' progress will be monitored every six weeks at data meetings.
- A monitoring plan is in place for both reading and math. Staff development activities will focus on analyzing data, examining student work and developing instruction based on student needs. Results of monitoring data will be shared with students.
- Team meetings will be used to review student progress in the areas of reading and math.
- Data meetings will be held monthly with the grade level teams, the principal and members of the CORE team. A list of students will be developed based on the data teachers have collected. The list will show students who have not consistently mastered the standards or who are not progressing as expected towards advanced levels of academic achievement. Instructional changes will be implemented based on dialogues at these meetings.
- Reading Intervention/Acceleration programs have been described in detail in the Strategic Planning Section of this document
- Math Intervention/Acceleration programs have been described in detail in the Strategic Planning Section of this document
- ESOL teachers employ both the plug-in and pull out models in order to support students in acquiring the English they need in order to function linguistically and culturally in school and mainstream American society.
- Rosemont uses an inclusion model when serving its special education population. The regular educator and special educator use a variety of co-teaching strategies
- Grade level teams and support staff will meet on a regular basis to continue to develop and refine skills in examining student work for proficiency in the areas of mathematics and reading language arts.
- Support specialists will provide assistance to classroom teachers in developing and implementing intervention strategies for those students not meeting standard. This support may include planning with teachers, analyzing data and/or intervention support.
- Grade Level Collaborative Action Process teams meet on a bi-monthly basis to analyze the concerns of classroom teachers as they pertain to the academic and or behavioral issues of specific students. Interventions are designed and implemented with input from the team and is based on relevant data collection.
- Grades K-2 R/LA walk-throughs will be conducted twice during the 2009- 2010 school year to help our transition from Reading First. Follow-up debriefing will review what was observed during the walk-through. Data will be shared with individual grade levels and whole staff.
- Grades K-6 Math walk-throughs will be conducted twice during the 2009- 2010 school year

**Describe how the Title I funds and resources provided to the school will be used to implement and support this plan.**

In order to meet the needs of our diverse student population, several positions have been added to the school using Title I funding. The positions are a half time math content coach, and a half time focus teacher who supports first grade reading instruction, a full time focus teacher to reduce class size in the third grade and two half time positions in first grade and a .4 ESOL position. Rosemont also supports its academic program through 1.250 focus Para educator positions. Complete listing of Title I Funded positions:

<b>Professional Focus Positions</b>	<b>Allotment</b>
ESOL	.4
Grade 3 Focus teacher to support reading and math	1.0
Grade 1 Focus teacher to support reading	.5
Reading Intervention	.5
MCC	.5
Math Support	.5
Paraeducator support for reading and math	1.25

To support the MCPS “7 Keys to College Readiness” initiative Title I Family Involvement monies will be used to fund two Saturday field trips to local colleges for students and their parents

**Describe the additional federal, state, and/or local grant funds (e.g., Challenge Schools Initiative, Targeted Poverty Grant) the school receives that will be used to support the implementation of this plan.**

The school will continue to create partnerships with local businesses that will include weekly mentoring of at-risk students, classroom volunteers, and donation of school supplies for needy children.

**The Gaithersburg Judy Center**, funded by federal funds through the Division of Early Childhood Education of the Maryland State Department of Education, promotes school readiness for children from birth to age 5. The Judy Center offers comprehensive services for families, encouraging quality child care and developmentally appropriate early childhood education.

**Linkages to Learning** - Linkages to Learning at Rosemont Elementary Schools supports students through a combination of direct services and family directed programs. There is a three person team consisting of a therapist who does individual counseling with students and also runs social skills groups that are age group specific. The case manager works with families to access other services available through county, state, and federal programs and strives toward the long term goal of increasing the families’ self-sufficiency. The site coordinator organizes programming specific to the student and their family needs. For parents and family members, Linkages offers evening English classes, evening and morning workshops on pertinent issues, and a mother’s support group. For students, Linkages organizes one on one tutoring and a homework club. Linkages provides food back packs every week for students and is initiating a bi-yearly gardening club. Another way Linkages supports Rosemont families is by providing school supplies, coats and warm clothing for the winter, connecting families with Holiday Giving programs or directly with donors in December, and summer fun bags to keep kids productively entertained during the summer.

**Describe how the plan adopts successful policies and practices concerning reading and mathematics that have the greatest likelihood of ensuring that all students enrolled in the school (including those in major racial and ethnic groups, Limited English proficient, low income, and disabled) will meet the state’s proficient level of achievement.**

**Early Success Initiative:** The Early Success Initiative comprehensive and complex early literacy program composed of multiple components has been the central focus of an intensive in-depth study since 1999-2000 school year. Designed as a multi-faceted effort to improve the reading performance of elementary school students in MCPS, the Early Success Initiative has included three significant components: 1) class size reduction in kindergarten, first and second grades; 2) increased time in their classrooms for uninterrupted reading instruction

The strength of this Early Success initiative lies not only in the research-based support for the effectiveness of each of these components taken alone, but most importantly in the commitment on the part of MCPS to undertake the challenging task of implementing an integration of all three components in kindergarten, first and second grade classroom. As a natural extension of the initiative, our new core reading program, which is aligned with the National Reading Panel Report, is now the foundation of reading instruction in Grades K-5. Class size in Grades K-5 are below the district average.

**Harcourt Math:** Harcourt Math is a research-based and comprehensive math program for Pre-K through Grade 6. It was written to provide thorough coverage of state and national standards and to provide teachers the flexibility to customize the program for state and local courses of study. Harcourt Math was designed to help build conceptual understanding, skill proficiency, problem solving, facility, and logical reasoning while carefully developing concepts within and across the mathematics strands. It includes focused instructional on key skills, practice for mastery and retention, comprehensive assessment and targeted intervention. Research findings indicate statistically significant gains in scores on all of the units taught from Grades 1-5 after each unit of instruction was taught. Professional staff will continue to participate in curriculum roll out training when offered. Teams will pre-play each unit and include ready made or teacher created formative assessments to insure fidelity of instruction across each grade level.

**America’s Choice (Mathematics Navigator):** Mathematics Navigator is a short-term, tier-two intervention program that helps students repair gaps and misconceptions—and master concepts, skills, and problem solving that are critical for success in algebra, geometry, and other higher-level courses. Navigator modules are 20 days in length and augment the on-grade curriculum with 35-45 minutes of targeted instruction, delivered during, before or after school, or in summer school.

**The William and Mary Reading/Language Arts Program:** The program was developed by the Center for Gifted Education at the College of William and Mary specifically to meet the needs of high ability students. The program includes a series of curriculum units designed to challenge students to read advanced texts and perform a variety of tasks. The literature and tasks increase in complexity as students move from one grade to the next. Through consistent use of the curriculum’s specific teaching models, students build competence in reading, writing and thinking. In class the students read and discuss short pieces of literature – poems, short stories, speeches, and essays. They keep a response journal to clarify thinking and to help prepare for written and oral assignments. Students respond to the literature and think critically about it by analyzing ideas, vocabulary, and

structure. The units include reading and research activities that require work outside of class, and students may need support in the classroom and at home. Instruction focuses on active learning, problem solving, research, and critical thinking. In addition to receiving direct instruction, students are encouraged to work individually and in small groups. The use of rubrics to evaluate work is a strong component. A pre/post-test assesses progress made in the areas of literature, grammar and writing; students maintain a writing portfolio that documents growth in writing; and a number of projects are assessed through three perspectives – self, peer, and teacher. In MCPS highly able students participate fully in the William and Mary Curriculum. Instruction includes the sequence of lessons and full integration of the reasoning and research components. All students in MCPS participate in partial implementation of the William and Mary Curriculum through consistent application of the teaching models along with selected readings and lessons from the units.

**Soar to Success Program:** This program is proven to enhance reading comprehension for students who are already able to read fluently. It utilizes a reciprocal teaching approach, which trains students to use four specific reading comprehension strategies: clarifying, predicting, questioning and summarizing. Trained Soar to Success teachers work with selected small groups of students.

**Jacob's Ladder:** This is a researched based program (grades 3 – 5) is designed by the College of William and Mary. Jacob's Ladder is an advanced reading program that requires the students to analyze, synthesize, and evaluate texts. Strong reading comprehension skills are required for this high-level program. With the structure provided, students can move easily from basic comprehension skills to higher level critical reading skills. Four major genres are included in this program: fables, myths, short stories, poetry and nonfiction.

**Junior Great Books Program:** This program is proven to help students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Teachers in classrooms most often lead the program with students of mixed abilities as an integral part of the regular language arts curriculum. However, it is flexible enough to focus on the needs of English language learners, gifted, and Title I students or to use as an after-school program led by parents, volunteers, or librarians.

**Words Their Way:** is a developmental spelling, phonics, and vocabulary program. *Words Their Way* is intended to be a part of a balanced literacy plan that includes fluency, comprehension and writing. Word study is implemented as a small component of the literacy plan but it is also interwoven in actual reading and writing texts.

Words Their Way is an open-ended individual process. An assessment is given to determine where to begin instruction. Based on assessment results students are given words to study in order to discover the common attributes. In this manner students are actively constructing their own knowledge of spelling patterns. Students learn features by completing activities such as word sorting, word hunts, games and drawing and labeling. Students work individually, with partners, and in small groups to encourage cooperative learning and individual responsibility.

**Fundations:** Is a (K-3) phonological/phonemic awareness, phonics and spelling program for the general education classroom. Fundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure. Fundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during Storytime activities.

**Hands-On Equations®**: This program is a visual and kinesthetic teaching system for introducing algebraic concepts to students in Grades 3 to 8. Developed by Dr. Henry Borenson, this patented teaching system enables young children, as early as 3rd grade, to gain access to algebraic concepts normally presented in the 7th, 8th, or even 9th grades. This program allows all students to gain the knowledge necessary for advanced placement opportunities later in the middle and high school year.

**Describe the school's plan for incorporating additional activities before school, after school, during the summer and during any extension of school.**

All Title I schools in Montgomery County Public Schools participate in the Extended Learning Opportunities Initiative.

The Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL) – Extended Year program is designed to provide additional instruction in reading/language arts and mathematics to entering kindergarten through Grade 5 students in our school. Specifically, the ELO-SAIL program seeks to:

- Alleviate the loss of academic skills that some students may experience over the summer months;
- Extend learning by continuing to review concepts and skills that were taught in the previous school year;
- Strengthen basic skills that are the preconditions of later learning;
- Accelerate learning by previewing concepts and skills to be taught in the grade students will enter in the fall; and
- Provide continuing English language instruction for speakers of other languages.

The ELO SAIL program consists of four hours each morning for a four-week period. The program is offered at no cost to families, as federal funds are used to support the program. All students receive breakfast and lunch at no cost, and transportation to and from the program is provided. The duration of the daily instructional component of the program is a minimum of three hours. The instructional schedule includes reading/language arts for two hours and mathematics for one hour.

After school Math Achievers, (This year 3<sup>rd</sup> grade students will be invited to participate in the Math Achievers program. Priority will be given to struggling students based on TN/2 and current classroom data), The Chess Club will be a thrice weekly after school activity.

**Describe the strategies to be used for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.**

The Montgomery County Judy Center is an early childhood education collaborative activity between Montgomery County Public Schools (MCPS), the Montgomery County Department of Health and Human Services, the Montgomery County Collaboration Council, the City of Gaithersburg, Maryland, and numerous community partners. The Judy Center will also collaborate with Linkages to Learning. The Pre-K teacher will maintain a data notebook and will use the information collected in the articulation of pre-K students to kindergarten

Kindergarten orientation is held each spring in order to give parents an opportunity to visit the school with their child. There are also staff members available to answer questions about the school. During July, a parent meeting was held for incoming kindergarten parents. Parents were given activity packets and materials that they could use at home to support literacy and fine motor skills

**Describe the strategies to be used for assisting students in the transition from other schools into the schoolwide program after the beginning of the school year has commenced.**

The counselor has a monthly lunch bunch with students who are new to Rosemont. The new students invite a friend to go with them to the lunch. At that time the students review The Rosemont Way, DeBug, and CHARACTER COUNTS!

Some teachers assign a buddy from the class to help the new student learn the routines and to be a first new friend, but not all teachers do this. Families are given info about the school procedures, the discipline policy, the role of the counselor, etc. when they enroll.

New students will be placed in the appropriate supplemental or intervention program, as needed.

**Describe the strategies to be used for assisting students in the transition from the elementary school to middle school.**

In the fall of each year, the feeder elementary schools meet with the resource counselor and administration of the middle school to establish the procedures for the year and to set dates for articulation meetings, elementary school visits by the MS administrator and counselor, parent meetings, and visits to the MS by the Grade 5 students themselves.

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Class

Student's Job

- Go to bed on time and get a good night's sleep.
- Come to school everyday.
- Be prepared to learn...have supplies and homework.
- Complete class work and homework.
- Follow directions.
- Study.
- Listen to the teacher and each other.
- Participate.
- Be responsible for yourself and your learning.
- Pay attention and focus during class.
- Ask questions.
- Volunteer to help others.
- Try your best.
- Be creative.

Teacher's Job

- Plan, prepare, and teach lessons.
- Place the schedule up for the day.
- Be organized.
- Know about the subjects you teach.
- Check and give feedback about work and tests.
- Help students when they are stuck.
- Give specific directions and have high expectations.
- Communicate with parents and invite them to help.
- Prepare students for the future.
- Motivate students.
- Be creative with lessons.
- Be a mentor.

Parent's Job

- Give love, shelter, and food to students.
- Keep students happy and healthy.
- Teach discipline at home.
- Check agenda book and sign it nightly.
- Help students prepare for school.
- Check and help with homework.
- Help students get to school everyday.
- Help students go to bed on time.
- Help students study...especially for tests.
- Communicate with teachers and be involved at school.
- Volunteer to help.

Our Job

- Encourage each other.
- Work hard and work together.
- Be responsible.
- Treat each other with respect and fairness; follow the 'Golden Rule.'
- Be honest.

# **Measurement Analysis and Knowledge Management**

## **Long -Range Goal**

By Spring, 2010, Rosemont Elementary School will achieve adequate yearly progress on the Maryland State Assessment (MSA), as defined by MSDE, by meeting the annual measurable objectives set in reading and in mathematics for students in the aggregate, and for each student subgroup (African American, American Indian, Asian/Pacific Islander, Hispanic, White students with limited English proficiency, students receiving special education services, and economically disadvantaged students).

## **School Objective**

Rosemont Elementary School will meet the Maryland State Assessment (MSA) 2010 Annual Measurable Objectives:

81.2 % (within the confidence interval) of all students and of the eight subgroups will demonstrate proficient or advanced performance on reading on the MSA.

79.4% (within the confidence interval) of all students and of the eight subgroups will demonstrate proficient or advanced performance on math on the MSA.

## **Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments**

At Rosemont Elementary School we rely on data and information as the foundation for scrutinizing and measuring student learning. In order to have teachers actively involved in decision-making based on student achievement, several activities will occur throughout the year. The expectation is that all teachers who instruct in reading and or math will keep a “Data Notebook” which will include, but not be limited to, twice weekly collection of data based on mastery objectives using a variety of formative assessment tools. All grade levels will have a monthly meeting with the principal, assistant principal and other CORE Team members to discuss and analyze the progress of their students based on the indicators taught that month. The goal of these meetings is to employ the PDSA Model to design and deploy effective instructional strategies to meet student needs. The second strategy is to have a weekly uninterrupted ninety minute planning block for each grade level. The goal of this new initiative is to craft an environment where there is respect for the time required to plan effective instruction with the support of the Reading Specialist , Math Content Coach and Staff Development Teacher.

Subtests of the MCPSAP-PR assessment will be conducted on individual students in grades K through 2 a minimum of three times a year (September, January and May). The reading specialist will meet with teams during their extended planning times to analyze the data on both a grade level and classroom level to determine individual students’ strengths and weaknesses with regard to reading, which will then guide instruction and possible placement of the student in a supplemental and/or intervention program. Students who did not make benchmark will receive supplemental and/or intervention programs within their classroom.. Additionally, students who have met benchmark will be provided with enrichment during regular classroom instruction.

All students in grades 3, 4 and 5 will be assessed quarterly using DIBELS to help teachers to determine instructional groupings.

In the area of Mathematics, teachers will administer a pre-assessment to all students at the beginning of each unit. The math coach will meet with grade level teams (grades K-5) to analyze pre-assessment data and determine the appropriate instructional model for each student. Throughout the unit, teachers will administer monitoring tasks that were developed by each team with the support of the math coach. This data will be analyzed to determine individual student strengths and weaknesses with regard to math, which will then guide instruction.

The math unit assessments will be administered at the end of each instructional unit. Each teacher will receive a teacher report displaying individual student performance on the unit test. Teacher reports are also shared with the math coach and administration. Parents will also receive individual student reports on how their child performed on the unit test. At the end of the year a summary report is sent home to parents displaying how their child performed in the 6 standards of math based on their child's unit assessment data throughout the year.

Rosemont Elementary School is committed to continuing the process of performance excellence. The Baldrige Model will be utilized to improve all aspects of the school program.