

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)	
					11/10	01/11
Teachers who have not received MCPS provided Junior Great Books training in the previous three years will attend, including all new staff members.	G/T teacher SDT Reading Specialist	Great Books materials Substitutes - In-school SD - Peer visits - Team meeting time - Classroom coverage - Time to model/debrief - Time to plan - JGB training	Agenda Lesson plans Data meetings - Student discussions - JGB workbook responses - Student journal entries - Observations of student engagement - PADI accountability sheets - # of JGB stories read	Kindergarten Clay – November 30, PM Jacobs – November 30, PM Howes – October 5, AM Hsu – Summer 2010 Yoon – November 30, PM 1 <sup>st</sup> Grade Master – November 16, PM Taylor – September 28, PM Smith – November 16, AM O'Tool – November 16, PM Carras – September 28, PM 2 <sup>nd</sup> Grade Chung – Summer 2010 3 <sup>rd</sup> Grade Arosemena – November 19, PM Fleet – November 19, PM Massie – October 8, PM McMillen – October 8, PM 4 <sup>th</sup> Grade Bokhari – October 8, PM Miller – October 8, PM McGilvray – 2009 T. Lopez – October 8, PM Scherr – October 19, AM Whitenight – October 8, AM Whitenight – November 30, 2010 Mullenholz – October 8, PM Mullenholz – November 30, 2010 Cicala – October 8, 2010 Cicala – October 19, 2010	<ul style="list-style-type: none"> <li>• AEI Funding Frozen</li> <li>• Highlighted staff have not attended scheduled trainings</li> <li>• Training to be provided on-site</li> </ul>	<ul style="list-style-type: none"> <li>• Funding remains frozen</li> <li>• Trainings for remaining staff will occur at grade-levels and on an as needed basis</li> </ul>

Staff will receive ongoing training on the usage of the Pre-Referral Intervention Manual and the Behavioral Intervention Manual and apply this knowledge to providing interventions for students with academic, social, or behavioral needs, as monitored by CPS.	SDT, Special Education Staff	PRIM and BIM Professional Development Time	Meeting Agendas CPS Database CPS Capture Sheets	August 25, 2010 Ongoing	• Ongoing	<ul style="list-style-type: none"> <li>• Refresher to occur at staff meeting</li> <li>• Training for Paraeducators needs to occur</li> </ul>
The leadership team members will participate in a continuing discussion group on equity training to address the needs of all students, using the text <i>Courageous Conversations</i> by Glenn Singleton in which they further their understanding of race and its impacts as well as plan for whole-staff sessions.	Leadership Team Bryan Avila SDT Administration	<i>Courageous Conversations</i> , text Substitute funding	Meeting Agendas Meeting Sign-Ins Meeting Notes Meeting Evaluations	October 5, 2010 November 18, 2010 December 14, 2010 January 20, 2010 February 24, 2010 April 14, 2010 May 16, 2010	AEI Funding Frozen	<ul style="list-style-type: none"> <li>• Development of walk-throughs to assess current implementation of equity initiatives</li> <li>• Timeline: February to March 2011</li> </ul>
Staff members will participate in 5 training sessions focused on race and equity as it impacts Twinbrook Elementary School with the Glenn Singleton text, <i>Courageous Conversations</i> , as a guide.	Equity Team	Staff Meeting Times <i>Courageous Conversations</i> , text	Meeting Agendas Meeting Sign-Ins Meeting Notes Meeting Evaluations	October 18, 2010 November 22, 2010 December 20, 2010 February 28, 2011 May 16, 2011	<ul style="list-style-type: none"> <li>• 10/08 and 11/22 Complete</li> <li>• 12/20 rescheduled for 03/ 28</li> <li>• 02/28 rescheduled for 02/07</li> </ul>	<ul style="list-style-type: none"> <li>• 02/07 – As scheduled</li> <li>• 03/28 – As scheduled</li> <li>• 05/16 – As scheduled</li> </ul>
Staff will receive training in and employ the following three equitable practices on a regular basis: #1: Welcomes students by name as they enter the classroom #11: Uses random response strategies #17: Uses multiple approaches to consistently monitor students' understanding of instructions, directions, procedures, processes, questions, and content	Administration SDT Leadership Team	Modeling of Strategies Equitable Practice Research	Informal Observations Formal Observations Team Planning Sheets Plan Books	Ongoing	• Complete	<ul style="list-style-type: none"> <li>• Refresher to occur at future equity meeting</li> </ul>
Staff will receive training on the use of Collaborative Problem-Solving to meet the academic, social, and behavioral needs of all students.	SDT Administration	Staff Meeting Time	Meeting Agendas Meeting Sign-Ins Meeting Notes Meeting Evaluations	<i>Kindergarten – 11/16/10</i> <i>First Grade – 11/16/10</i> <i>Second Grade – 11/09/10</i> <i>Third Grade – 11/08/10</i> <i>Fourth Grade – 11/16/10</i> <i>Fifth Grade – 11/09/10</i>	• Complete	

Staff will hold class meetings in their homerooms at least once every two weeks.	Counselor	<i>Ways We Want Our Class To Be</i> , text	Informal observations	Ongoing	<ul style="list-style-type: none"> <li>• Survey data shows ½ of classrooms are implementing requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Data needs to be collected on scheduling and implementation</li> </ul>
Staff will receive training in the use of behavioral interventions to reduce the office referrals by 10%	Administration Counselor	PRIM, BIM	SWIS Data	Ongoing	<ul style="list-style-type: none"> <li>• Trying to arrange an outside speaker for Spring 2011</li> </ul>	

**Special Education Action Plan**

**Twinbrook Elementary School**

**2010-2011**

**Special Education Action Plan**

**Twinbrook Elementary School**

**2010-2011**

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)	
					11/10	01/11
Teachers will review IEPs- identify specific need for each student to determine appropriate interventions	Special education teachers General Education teachers  Administrator	Student IEP documents - IEPs At A Glance - Snapshots/background Info. - Co-teacher support - Planning time - Summary binder for all teachers and specialists who interact with the students - training on understanding the IEP - Inclusion/Co-Teaching training - IEP Meetings	Notes on individual student needs - Assessments - Observations - IEP progress reports - Informal observation of whether strategies and accommodations are being provided - Checklist for implementing strategies - Student work - IEPs - EMT Notes	September/October – special education teachers	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Collaborative Planning Mini-Grant as funding source for work with this</li> </ul>	<ul style="list-style-type: none"> <li>• Need to create “IEP At A Glance” for parents to foster communication</li> <li>• Create “At A Glance for 504 Plans”</li> <li>• There are concerns with staffing allocations and planning times for co-teachers</li> </ul>

Students will be matched with staff who provide accommodations as listed in the students' IEPs during formal assessments	Special education team ESOL team Classroom teachers Paraeducators	Staff List of all students' accommodations - training on IEP analysis (how to use and implement)	All assessments Student work - Classroom observations	Ongoing – Administrators Special education team ESOL team Testing Coordinator	• Ongoing	• Ongoing
--	--	--	---	---	-----------	-----------

**Reading Action Plan**

**Twinbrook Elementary School**

**2010-2011**

**Reading Action Plan**

**Twinbrook Elementary School**

**2010-2011**

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)	
					11/10	01/11
Provide academic interventions within the classroom setting to struggling readers who are one year or less below grade-level.	Classroom Teachers Academic Intervention ESOL Staff Special Ed. Staff	Best Practices Guided Reading Materials Peer Visits Reading/ESOL strategies	Running Record Comprehension Assessments Walk-Through Student journals Planning sheets Reading levels number of students receiving JGB TN2 Scores CPS Database	Weekly – Reading Support, Core Team	• Ongoing • Monitored with CPS	• Get outside support
Provide academic interventions to struggling readers who are one year or more below grade-level, such as: Soar to Success Double dose guided reading Reading Recovery	Academic Intervention teachers Reading Recovery teacher	Reading intervention materials Training on Read Well Training on SOAR Collaboration Training on programs	Formative and Summative Assessments MSA/TN2, MAP-R, BCR, PRA Observation of reading group Student progress Program-based assessments	Quarterly – Grade level Data Meetings Core Team Reading Team	• Ongoing • Monitored with CPS	• Utilize community resources
Implementation of Junior Great Books & William and Mary curriculum at all grade-levels for all students	Classroom Teachers Reading Specialist Reading Team	JGB Training MCPS Alignment Modeling of guided reading lessons	Weekly Planning Sheets Informal observations Running records mClass data Observations Groups receiving JGB Shared inquiry discussions	Quarterly – Reading Team, Core Team	• Kindergarten to start 2 <sup>nd</sup> semester • GT students should receive full implementation	• Additional training is needed for Junior Great Books (JGB). In February, RS are attending

						training in order to train the staff.
--	--	--	--	--	--	---------------------------------------

**Math Action Plan**

**Twinbrook Elementary School**

**2010-2011**

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)	
					11/10	01/11
Provide academic interventions to all students in need of support in math instruction such as: FASTT Math, small group instruction, recommendations from the Pre-Referral Intervention Manual, etc...	Special education teachers Math Specialist Math Support Team	Intervention materials Identify a math intervention in grades K-2 Need a math intervention for 2 <sup>nd</sup> grade Access to FASTT Math computers Training/Refresher on FASTT Math Student list Training for Touch Math New Paraeducators would need training	FASTT Math Reports/data/printouts MCPS Unit Assessments Informal Observations Informal assessment	Ongoing – Principal Classroom teachers Math Support team Special education team	• Ongoing	• Occurring for all grade-levels
Provide differentiated instruction in math at all grade levels.	Principal Math Specialist Focus Tchrs. ESOL teachers Special education teachers	Instructional guides Math team provide centers and resources Peer visits Planning Modeling Training on center ideas	Planning Sheets MCPS unit assessments Classroom data Student data MCPS Challenge Items Observations Informal observations	Ongoing – Administrators Math Team	• Ongoing	• Occurring for all grade-levels, whether in small group instruction or in centers
Plan and implement weekly BCR writing activities in grades 3-5	Classroom Teacher Math Specialist	Student work – BCRs - Support in scoring student BCRs - Modeling a correct BCR	MSDE Rubric - Student BCRs - Scores	Weekly Administrators Math Team	• Ongoing	• Occurring for all grades, 3-5

Provide students access to higher-order thinking and problem/solution analysis through the use of the Drexel math Forum	Math Specialist SDT, Focus Teachers	Teacher Drexel Forum Accounts; Professional Development around the use of the forum	Student samples, informal observations	Weekly	<ul style="list-style-type: none"> <li>• Training needs to be done</li> <li>• Ms. Cox piloting in 5<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for training frozen</li> <li>• Training to occur teacher by teacher</li> </ul>
---	---	--	---	--------	---	---

## Twinbrook Elementary School 2010-2011 Parent Involvement Action Plan

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)	
					11/10	01/11
<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- Hines	Survey feedback Budgets	Sign in Agenda Notes Evaluation (SANE)	Ongoing Administration Parent Involvement Committee	Progress being made. Discussion around planning for the budget is ongoing	
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- Johnson/Manuel Parent Community Coordinator (PCC) - Abarca	Parent Involvement Plan Feedback	SANE Feedback	Ongoing Parent Involvement Committee	•	• Parent Involvement Plan was distributed
3. Conduct parent meeting to disseminate information about the school's Title I school-wide program and parental rights.	Title I Specialist	Title I Specialist Interpreter	SANE	October/November Title I Specialist	• Completed at beginning of school	
4. Involve parents in planning, reviewing and improving the school's parent involvement program	PIC PCC	Survey feedback	SANE	Ongoing Parent Involvement Committee	• Completed October 1 <sup>st</sup> • Needs to be earlier, move to Sept. for 2011	• Provide more outlets for advertising the plan/meeting s
5. Develop/revise/disseminate school-	PIC	School-Parent Compact	School-Parent Compact	November 1	• Distributed at	• Completed

parent compact which identifies actions in which the parents, school staff, and students will engage to share the responsibility for improved student achievement.	Administration Title I Specialist Parents Teachers Students	Template	Sign off from parents School Improvement Plan	Title I Specialist	conferences • Revised at October meeting	
<b>Building Capacity</b>						
6. Plan and implement parent information meetings on the following topics: Maryland School Assessment Program Maryland and MCPS Standards and Curriculum How to Support Reading and Math at Home ESOL and Special Education Accommodations	Title I Specialist PIC School staff: ESOL teachers Reading Specialist Classroom teachers Resource Teacher	PowerPoint Parent Notification Interpreter Babysitters ConnectEd	SANE	Ongoing Title I Specialist	• Reading Night: 10/07 • Math Night: Rescheduled to 03/30 • Special Education and ESOL night in 2 <sup>nd</sup> semester	• Reading Night:10/07/10 • Math Night: 03/30/11 • Special Ed. Night: TBD • ESOL Night: 02/23/11
7. Provide training to staff on the importance of family involvement and effective practices in conducting parent-teacher conferences	Staff Development Teacher- Mullenholz Title I Specialist	Research articles Handouts	SANE	Mid November Title I Specialist		
8. Work with other agencies and programs that support parental involvement—City of Rockville; Community Ministries of Rockville	PCC PTA School Counselor Administration Teachers	Contact person at the agency/program	Flyers Meeting notes	Ongoing PCC 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 PCC DFCP Title I Specialist	Interpreter Language Line School newsletters Notices ConnectEd Translation equipment School website	Newsletters Notices Handouts to parents ConnectEd	Ongoing Title I Specialist	• Completed at beginning of school • Ongoing: monthly and weekly communication with parents, Connect-ED, Principal's Tea • Need to communicate Parent Resource hours	• Teachers will communicate good news to PTA for inclusion in PTA Newsletter
10. Provide reasonable support so parents may participate in school	Administration PCC	PTA Interpreter	SANE Flyers	Ongoing PIC	• Completed at beginning of	

activities as much as possible (i.e., babysitting)		PIC Babysitters		Title I Specialist	school <ul style="list-style-type: none"> <li>• Support for parents: stickers, reminders, babysitting refreshments</li> <li>• PTA parents provide babysitting, not staff</li> </ul>	
<b>Accessibility</b>						
11. Provide additional support for parents with limited English proficiency, <del>parents with disabilities</del> , or parents who are homeless	Administration School Counselor PCC	Interpreter School Counselor ESOL teachers	SANE Flyers	Ongoing PIC Title I Specialist	<ul style="list-style-type: none"> <li>• Spanish translators at meetings</li> <li>• Written information translated into Spanish</li> <li>• Homeless – MCPS procedure</li> <li>• ELO transportation</li> <li>• Need to communicate resource room hours</li> </ul>	
<b>Other</b>						
12. Inform parents about the Maryland Parent Information Resource Center	PCC Title I Specialist	Flyers School website	Newsletters	November 1 Title I Specialist	<ul style="list-style-type: none"> <li>• In progress</li> </ul>	<ul style="list-style-type: none"> <li>• Advertise hours that PRC is open</li> </ul>
13. Involve parents as active participants in the planning, review, and revision of the School Improvement Plan.	Administration PCC Title I Specialist	Accessible schedule Interpreter	SANE	July-September Review due quarterly to OSP	<ul style="list-style-type: none"> <li>• In progress</li> <li>• Parents not involved in planning</li> <li>• Send to S. Pickell beforehand to review</li> <li>• Put a copy into office</li> </ul>	<ul style="list-style-type: none"> <li>• Consider other avenues for collecting parent input</li> </ul>

### STUDENT AND STAKEHOLDER FOCUS

As a result of analyzing TN2, MSA and environmental survey data, we will focus on:

- Responding to BCRs Using comprehension strategies to improve reading skills
- Implement rigor for all
- Monitoring student progress in reading and math
- Providing rigor in math and reading instruction for all students

### FACULTY AND STAFF FOCUS

- Equitable classroom practices
- Comprehension strategies and guided reading instruction
- Rigor for all students in all subjects
- BCRs- instruction, analysis, feedback and scoring student work
- Preparing for effective data meetings
- Behavior management and proactive intervention
- Collaborative Problem Solving
- School wide and grade level action planning with an emphasis on student achievement
- Analyzing and using student data to guide instruction

### LEADERSHIP

The vision of the Twinbrook ES community including staff, students, and parents, is to teach and empower all students to excel academically, cognitively, and socially in a safe and positive environment.

We, the Twinbrook ES community, believe that all children can be successful and reach their full potential when we implement best practices through communication, collaboration, and commitment.

### STRATEGIC PLANNING

- Kindergarten and grades 1-5, all students will demonstrate mastery in reading and math by performing on or above grade level by April 2010 as indicated in data meetings and as evidenced by MAP-R, mClass, bi-weekly Running Records, and MCPS Mathematics Unit Assessments
- Grade 2, 75% or more students will score at or above the 50<sup>th</sup> NCE in all areas on TN2
- Grades 3-5, 75% or more students will score in the proficient range and 25% or more students scoring in the advanced range on MSA, math and reading, in all subgroups
- Kindergarten and grades 1-5, all students will demonstrate an understanding of the MCPS Mathematics curriculum acceleration focus.
- In conjunction with our PBIS program, overall student office referrals will decrease by 10%

### PROCESS MANAGEMENT

- Data meetings every five weeks for kindergarten and grades 1-5 and special education students
- Quarterly school improvement planning meetings
- Evaluation of school improvement planning efforts
- Strategic monitoring of students receiving intervention support through instructional leadership(academic intervention), ESOL, and special education team meetings
- Reading comprehension strategies – student progress monitored during data meetings
- BCRs progress monitoring
- Access to rigor and higher-order thinking skills in all subject areas
- Vertical team-planning – transitions to next grade-level, with emphasis on preschool to kindergarten

### PERFORMANCE RESULTS

MSA

2010 AMO Targets: Reading **76.5** Math **74.2**

Group	Reading	Math
All	X	X
AA	73.4	63.4
Asian	86.1	91.7
Hispanic	80.4	81.3
White	86.8	91.9
FARMS	77.3	79.4
SP EDUC	55.0	65.0
LEP	76.3	79.8

### MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Running record data from data meetings
- Student intervention progress monitoring
- BCR progress monitoring
- PRA, MAP R, Diebels, and KPA data analysis
- Math unit assessments
- Math formative assessments
- Data analysis and data driven decision making with stakeholders ongoing

*\*Emphasis on students reading below grade level, scored basic on MSA reading or below 50<sup>th</sup> percentile on TN2 in reading, language.*