

# **School Improvement Plan**

## **WASHINGTON GROVE ELEMENTARY**



**Gaithersburg Cluster**

**Date Submitted: 9-30-08**

**Montgomery County Public Schools**



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## **Baldrige Category: LEADERSHIP**

### ***Washington Grove Elementary School Vision***

*Washington Grove Elementary School will be a nurturing community of learners in which students, staff, families, and community partners collaborate to foster a culture of citizenship and lifelong learning.*

As the 2006-2007 school year began, Washington Grove developed a plan to receive input from its stakeholders with the intention of developing the school's vision statement. The first step in the plan was to retrieve information from the parents and community. At the two parent conference days a bulletin board was set up in the main foyer of the building. Staff was positioned at the bulletin board to explain to parents that the school was in the process of developing a vision statement and would like to have input from the community. Parents were asked to use Post-it™ notes to tell us, "What would you like to see Washington Grove Elementary School become?"

After receiving this feedback the next step was to elicit input from the staff. At team meetings, staff answered the same questions and provided valuable input regarding what they would like to see Washington Grove become. The parent input and staff input was then analyzed and organized using an affinity diagram.

Writing teams were then developed to take the information and write sample vision statements. The writing teams then met to share their samples. A discussion took place to identify the common themes in each of the vision statements. Based on this discussion, a proposed vision was then developed.

The proposed vision was taken to the staff for feedback and eventually to the school's Instructional Council for final approval. With a vision in place, Washington Grove staff used a similar process to create the school's mission statement during the 2007-08 school-year. Interestingly, there was much less staff interest in working on the mission than when we worked on the vision. We had some difficulty pulling staff members together to refine a mission statement. The assistant principal, who was charged with coordinating this effort, led a group of staff members in deciding the key elements that needed to be included in the school's mission statement. The team decided that the vision demonstrated the school's goal to be a nurturing and collaborative group of good citizens and life long learners. It was decided that they should elicit feedback from parents and staff regarding what they specifically do to make Washington Grove this kind of place.

The team plans to pick up the project at this point for the 2008-2009 year by gathering input from the parents and staff in order to develop the school's mission statement.



**Baldrige Category: LEADERSHIP**

**School Name: Washington Grove Elementary      Date: September 30, 2008**

**School Improvement Team Information**

Principal:         Susan Barranger

All members of the School Improvement Team who worked on the plan must complete the sign in sheet. Their signatures verify that they were active members on the team. The School Improvement Team leads the school community in making the school a positive place in which teaching and learning thrive. The team should be representative of the school community and work closely with school administrators to develop a comprehensive plan for school improvement.

Print Name	Signature	Position
Staff (required):		
Susan Barranger		Principal
Carolyn Camacho		Parent Community Coordinator
Scott Curry		Assistant Principal
Susan Marra		Staff Development Teacher
Maria McClure		Technology Teacher
Holly Heslen		Math Content Coach
Katie Kolb		Academic Intervention Teacher
Jan Leighty		Reading Specialist/Coach
Debbie Peyser		Gifted and Talented Teacher
Natalie Reineke		ESOL Team Leader
Jessica Mollard		Grade 4 Team Leader
Anita Shapiro		Title I Instructional Specialist
Heather Zimmerman		Kindergarten Team Leader
Robin Friedman		Grade 2 Team Leader
Janita Love		Grade 1 Team Leader
Anne Moran		School Counselor
Meghan Parker		Elected Faculty Representative
Barbara Pauley		IDA
Diana Eureka		Media Specialist
Soojin Lee		Grade 5 Team Leader
Kim Tunche		Grade 3 Team Leader
Kathy Van de Poll		Special Educator
Parents (required):		
Charlene Elliott		Parent
Scarlet Prado		Parent
		Parent
Others (Students, Business/Community Members):		
Raquel Chau	4	Linkages to Learning
Shirley McClendon		Hood College

**Baldrige Category: LEADERSHIP**

**School Name: Washington Grove Elementary**

**Date: September 30, 2008**

On the lines below, please record the dates that your school improvement team will meet during the 2007-08 school year to review the plan, monitor action plans, and identify next steps as needed.

September 16, 2008

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October 21, 2008

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November 18, 2008

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December 16, 2008

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January 20, 2009

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February 17, 2009

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April 21, 2009

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May 19, 2009

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## **Baldrige Category: ORGANIZATIONAL PERFORMANCE RESULTS**

### **ORGANIZATIONAL PERFORMANCE RESULTS**

Washington Grove Elementary School will continue to measure progress on our SIP goals through multiple measures. Certainly, we are ever-mindful of our results on the Maryland State Assessment in reading and mathematics. Not only are we striving to decrease the percentage of our students scoring in the “Basic” category, but we are working equally hard to increase the percentage of our students whose scores land them in the “Advanced” category.

In order to ensure our students’ success on the MSA, we closely monitor their progress on a regular basis, implement interventions to alter their rate of progress, routinely check in with those providing the interventions to gauge their effectiveness, and either change the interventions or stop them altogether if the students are no longer in need of that level of support.

While Washington Grove has been quite successful the last few years on the MSA, we are continually aware that, each year, the expectations get higher, and of the need for our vigilance in scrutinizing our students’ levels and rates of learning. We regularly examine our students’ progress in comparison with other MCPS schools, as well as schools around the state.

As we celebrate our 2008 results, we also find areas which need our attention and individual students, as well as groups of students that will need additional support and monitoring in 2008-09. Our goal is to ensure that at least 76.5% of all of our students in all subgroups in reading and 74.2 % of all our students in all subgroups in math will demonstrate proficient or advanced performance on the MSA. We will be paying special attention to our special education students during this school year, as that cell, in both reading and math, fell short of meeting the Annual Measurable Objective. Those students will be increasingly monitored as we ensure that they are making sufficient progress in meeting their IEP goals and having enough exposure to their grade level curriculums that they will be able to score at the proficient level on the MSA in the spring of 2009.



## WGES STRATEGIC PLANNING

### Baldrige Category: Strategic Planning

**Reading Goal: 76.5% (within the confidence interval) of all students and of the seven subgroups represented at our school will demonstrate proficient or advanced performance in reading on the MSA**

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources Needed</b>	<b>Monitoring Tools or Data Points</b>	<b>Monitoring: Date and by whom</b>	<b>Results (include evaluation of the process for effectiveness and efficiency)</b>
Provide technology training that is correlated with the grade level curriculum to support reading instruction	Technology Teacher, Maria McClure Media Specialist, Diana Eureka Classroom teachers, Technology Consultant, Margie Gaudino	Sub release time Computer programs Technology Teacher Media Specialist	Informal observations Teacher pre and post needs assessment	Weekly by Principal, Assistant Principal, and Technology Teacher	
Implement Jan Richardson strategies to plan for guided reading instruction with focus decided by teams	Reading Specialist, Jan Leighty Staff Development Teacher, Susan Marra Classroom teachers Reading intervention teachers, Lisa Rozman, Amy Mendez	Guided reading planning sheet with key components of instruction	Planning sheet	Monthly by Staff Development Teacher and Reading Specialist	
Ensure opportunities for students to participate in accelerated instruction (Jr. Great Books, W+M, Jacob's Ladder)	GT Teacher, Debbie Peyser Classroom teachers Staff Development Teacher, Susan Marra Reading Specialist, Jan Leighty	Texts, as needed Training, as needed	List of participating students Informal observations MSA	Quarterly by GT teacher, Principal, and Assistant Principal	
Facilitate quarterly long range planning for grade level teams	Staff Development Teacher, Susan Marra Reading Specialist, Jan Leighty Classroom teachers	Long range planning sheet	Staff development schedule Completed long range planning sheet	Quarterly by Staff Development Teacher and Reading Specialist	
Monitor student progress through	CAP team	Teacher data	Schedule	Monthly by CAP	

monthly grade level CAP discussions	Grade level teachers	Formative and summative assessments	Meeting notes Student intervention plans	team	
Develop and implement a school wide emphasis on vocabulary instruction	Grade level teams Staff Development Teacher, Susan Marra Reading Specialist, Jan Leighty	Training on vocabulary strategies	Informal observations	Monthly by Staff Development Teacher and Reading Specialist	
Determine student reading level through running records	Grade level teams Reading Specialist, Jan Leighty Reading intervention teacher, Lisa Rozman	Training on running records Support from Reading Specialist and reading intervention teacher	Instructional text levels Reading group lists	Monthly by grade level teams and Reading Specialist	
Provide explicit instruction for written responses to produce proficient BCRs	Classroom teachers	Exemplars Allotted time Staff Development Teacher, Susan Marra Reading Specialist, Jan Leighty	BCR rubrics Student work	Quarterly by Staff Development Teacher and Reading Specialist	
Schedule routine MSA test practice for grades 3-5 and analyze results for instructional review.	Grade level teams	Test preparation books Allotted time Support staff	CARS STARS Test Ready Finishline VSC exemplars	Monthly discussion at team meetings of Grades 3-5 Schedule to be turned into administration	
Schedule peer visits	Staff Development Teacher, Susan Marra	Substitutes Peer observation reflection sheet Debriefing time	Reflection sheets	Sept.- Jan. by Staff Development Teacher and classroom teachers	

## WGES STRATEGIC PLANNING

### Baldrige Category: Strategic Planning

**Math Goal: 74.2% (within the confidence interval) of all students and the seven subgroups represented at our school will demonstrate proficient or advanced performance in math on MSA**

Action Steps	Person Responsible	Resources Needed	Monitoring Tools or Data Points	Monitoring: Date and by whom	Results (include evaluation of the process for effectiveness and efficiency)
Monitor the percentage of students demonstrating complete understanding of grade level and above grade level math indicators as measured by math unit assessment (with focus on MSA assessment limits)	IDA, Barbara Pauley Math Content Coach, Holly Hesen Math teachers	IDA summary report spreadsheets	Math unit assessments MSA	End of each unit by classroom teachers, Math Content Coach, and Principal	
Monitor student progress through monthly grade level CAP discussions	CAP team Grade level teachers	Teacher data Formative and summative assessments	Schedule Meeting notes Student intervention plans	Monthly by CAP team	
Provide above grade level instruction in all on grade level math classes as measured by team meeting agendas	Classroom teachers Math Content Coach, Holly Hesen Academic Support teachers, Katie Kolb and Holly Hesen	Training on acceleration Physical space Curriculum enrichment/extension materials	Math formative unit assessments Standing team agenda item	After each unit by classroom teachers, Academic Support teachers and Math Content Coach Weekly team meeting notes submitted to principal	Separate classes in place at grades 1,3,4, and 5
Schedule routine MSA test practice for grades 3-5 and analyze results for instructional review.	Grade level teams	Finishline MSDE public release tasks	Schedule of administration and review MSA test practice results	Monthly discussion at team meetings of Grades 3-5 Schedule to be turned into administration	
Provide grade level review for accelerated students	Classroom teachers Math Content Coach,	Grade level curriculum Finishline	BCRs Selected response	Weekly by informal	Use of warm-ups as a tool for checking on grade

<ul style="list-style-type: none"> <li>• Include in grade level homework</li> <li>• Include grade level concepts in activators throughout the year</li> <li>• Use grade level county formative assessments</li> </ul>	Holly Hesen Academic Support teachers, Katie Kolb and Holly Hesen		questions Grade level formative assessments	observations of math instruction by Principal, Assistant Principal, and Math Content Coach	level indicators
Focus on BCRs through teacher modeling and math discourse.	Classroom teachers	Staff development time Sample BCR's Student work Training Classroom modeling	MSA test preparation Strategic monitoring tool	Weekly by grade level teams	
Schedule peer visits	Staff Development Teacher, Susan Marra	Substitutes Peer observation reflection sheet Debriefing time	Reflection sheets	Sept.- Jan. by Staff Development Teacher and classroom teachers	
Provide technology training to support math instruction	Technology Teacher, Maria McClure Media Specialist, Diana Eureka Classroom teachers Technology Consultant, Margie Gaudino	Substitutes Schedule of training Needs assessment	Training schedule	Technology Teacher and Media Specialist	

## Suggested Best Practices

- Use data notebooks to monitor student progress
- Use data to make instructional and intervention grouping decisions
- Incorporate technology into instruction
- Implement equitable practices
- Ensure student groupings for both reading and math are fluid
- Consider regrouping for math based on each unit
- Continue use of graphic organizers
- Share William & Mary and Junior Great Books and teacher resources on T-shared
- Teach students to ask questions when they don't understand
- Continue Wilson, Reading Recovery, and Academic Support

- Allow teachers to create a dream schedule for the best para professional time for their students
- Create master spreadsheet of student interventions
- Communicate with other teachers of your students about student progress
- Continue Jan Richardson strategies focus groups, as needed
- Communicate to Media Specialist and Technology Teacher about current curriculum focus
- Implement typing skills instruction
- Continue to have Technology Teacher work with groups of students
- Offer Family Reading Night, Family Math Night, and Come Read with Me
- Provide extra-curricular opportunities for reading (some including community connections) – Read to Me, Talk with Me, Reading is Toyrific, OASIS, R.E.A.D. dogs, Ruth Rales
- Explore co-teaching opportunities across all grade levels
- Consider aligning MSA practice focus with current curriculum each week
- Schedule peer visits as early as possible in school year
- Create math clubs to enrich and extend student understanding

## Baldrige Category: Strategic Planning

### Equity Goals:

- To ensure that at least 70% of GT students in each sub-group score advanced on MSA Math and Reading in grades three through five
- To increase the number of students in each sub-group in kindergarten through second grade scoring at or above the reading benchmark as measured by mClass data
- To increase the number of students in each sub-group in grades three through five scoring at or above the mean on MAP-R
- To increase the percentage of minority students enrolled in above grade level in math in grades two through five

Action Steps	Person Responsible	Resources Needed	Monitoring Tools or Data Points	Monitoring: Date and by whom	Results (include evaluation of the process for effectiveness and efficiency)
Provide small group instruction for GT identified minority students	GT teacher	List of identified students Jacob's Ladder materials Junior Great Books materials	MAP-R MSA Jacob's Ladder monitoring tool	Quarterly by GT teacher and administration	
Increase staff's knowledge and use of equitable classroom practices through a study group, staff sharing, and/or peer visits	Staff Development Teacher, Equity Team, classroom teachers	Staff development time Substitutes Training Research articles Pod casts Video clips Equitable practices strategy packet Handouts Peer observation reflection sheet	Informal observations Teacher presentations Agendas from study group Team meeting agendas and notes Staff meeting agendas Peer visit schedules Reflection sheets	Weekly by administration, SDT and grade level teams Fall and spring sessions of study group in 2008-09	
Continue study of relationships, race and equity and share information with the whole staff.	Equity Team members	Articles Books based on research	Agendas (Equity Team and staff meeting) Meeting notes MAP-R MSA	Monthly by SDT and administration	
Participate in PADI training and	K-2 <sup>nd</sup> teachers,	Substitutes	PADI Record of	Sept 2008	

implement PADI strategies into instruction.	Principal, Assistant Principal	PADI training binder	Exemplars documentation form Informal observation by Principal and Assistant Principal	Oct. 2008 Dec 2008 Feb 2009 Monthly by Principal and Assistant Principal	
Provide support for classroom teachers on William & Mary and Junior Great Books implementation.	GT teacher, classroom teachers	Substitutes Training plan William & Mary materials Junior Great Books materials	Schedule of trainings	Quarterly by administration	

## COMPREHENSIVE NEEDS ASSESSMENT

### Process

Washington Grove Elementary School Instructional Council met to examine the School Improvement Plan goals in the summer of 2008. The council was grouped according to one of the two SIP goals: reading or mathematics. Stakeholders across grade levels, roles, and responsibilities participated in reviewing school successes and challenges for the past year with a look to 2008-2009. Each group produced a lotus chart that reflected the various ideas and suggestions from each of the groups. The lotus charts were reviewed by the entire council, and decisions were made on the action plans to be taken back to the staff for final approval during pre-service in August 2008.

The Parent Involvement Committee met in June 2008 to review the 2007-2008 parent involvement action plan. Adjustment and refinements were discussed and, based on parental and staff input, revisions were made to the action plan for 2008-2009.

In June and July 2008, the Instructional Council spent three days together analyzing an array of data. Charts from the MDK12 website revealing Washington Grove's successes and challenges, by grade levels, subgroups, and trends over time, were displayed for all to examine. In addition, Terra Nova 2 data implications were reviewed for inclusion in the SIP action plans. In small groups, participants reviewed data and considered probing questions developed by the core leadership team, consisting of the principal, assistant principal, staff development teacher, and reading specialist. Stakeholder input was gathered by using consensograms and consenso-placemats. Consensus was reached by the small groups and then new groups were formed to review the initial consenso-placemats before coming to consensus and sharing out with the other groups. The core leadership team reviewed the work at the end of the first day to consider adjustments for the next days' plans.

At the end of the third day of Washington Grove's SIP planning in July, stakeholder input had been gathered and teams identified ways to share their efforts with the entire staff during the August pre-service days.

### *Pre-service Days*

Based on the plans generated after the three summer SIP days, team members presented aspects of the 2008-2009 Washington Grove SIP goals to the rest of the staff. This was done by four distinct groups who volunteered to present to the staff the Instructional Council's recommendations for a school-wide problem solving plan, vocabulary instruction, data meetings, and data notebooks. Response from the staff was positive and stakeholder input was gathered by table groups' discussing and reporting out their perspectives of these amended approaches.

Subsequent SIP meetings have been focused on reviewing and revising the goals agreed to during previous sessions. As a way to model for staff the common use of Baldrige high quality tools, SIP meetings include the use of one or more high quality tools (lotus chart, action plans, consensograms, consenso-placemats, bin, plus/deltas...).

### Findings

The Maryland State Department of Education (MSDE) sets the annual measurable objective (AMO) for all schools in the state for reading and mathematics. The disaggregated assessment scores, participation rate during testing, and attendance determine whether a school achieves adequate yearly progress (AYP).

According to the MSA scores released in July 2008, Washington Grove Elementary School achieved AYP in all thirty-seven cells and, therefore, made AYP.

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

- The overall aggregated performance of students in Grades 3, 4, and 5 identified that 88.1 % of students were proficient/advanced in reading, while 84.1 % were proficient/advanced in mathematics. However, when the grade levels were disaggregated, the following discrepancies appeared:

<b>Grade</b>	<b>Proficient/Advanced in Reading</b>	<b>Proficient/Advanced in Mathematics</b>
Grade 3	68.9	80.0
Grade 4	98.2	91.1
Grade 5	94.0	80.0

- Over a five year period, third grade students’ proficiency in reading has increased significantly each year from 53.3% in 2003 to 86.8% in 2007: an increase of 33.5% in reading. In 2008 that percent dropped significantly to 68.9 %. Also, over that five year period, third grade students’ proficiency in mathematics grew appreciably, from 68.4% proficient in 2004 to 88.2% in 2007: an increase of 19.8% in three years in mathematics. In 2008, the percentage of students scoring proficient dropped to 80.0%.
- The percentage of fourth grade students performing at a proficient level in reading had stayed fairly stable for the past three years: 84.7% in 2004, 86.0% in 2005, and 85.0% in 2006. The trend was finally broken in 2007 when our fourth grade students were 94.1% proficient. The upward trend continued in 2008 as 98.2% of the fourth grade were proficient. In mathematics, the number of fourth grade students performing at a proficient level increased from 76.0% in 2005 to 96.1% in 2007: an increase of 20.1%. It took only a slight drop in 2008, down to 91.1%.
- In reading, the percentage of fifth grade students performing at a proficient level increased from 76% in 2004 to 82.2% in 2007: an increase of 6.2%. The percentage increased again in 2008, up to 94.0%. In mathematics, the percentage of fifth grade students performing at proficiency increased steadily over the previous four years: 68.3% in 2003, 74.0% in 2004, 83.6% in 2005, and 91.1% in 2006. However, in 2007, we saw a decrease. Our students scored 82.3% proficient. The declining trend continued in 2008 as the percentage of fifth graders scoring proficient dropped to 80.0%. This is an area that needs our attention.
- No scores were reported for American Indians, as their numbers were fewer than five.
- White students score higher than any other subgroup in reading, while Asians and whites are the highest scorers in mathematics.
- Our ELL students’ performance in reading increased again this year, from 71.4% in 2007 to 77.6% in 2008.
- The performance of our fourth and fifth grade Hispanic students in reading has increased steadily for the past three years (from 82.6% in 2006 to 95.7% in 2008 in fourth grade and from 68.4% in 2006 to 83.3% in 2008 in fifth grade), but has alternately risen and fallen in third grade.

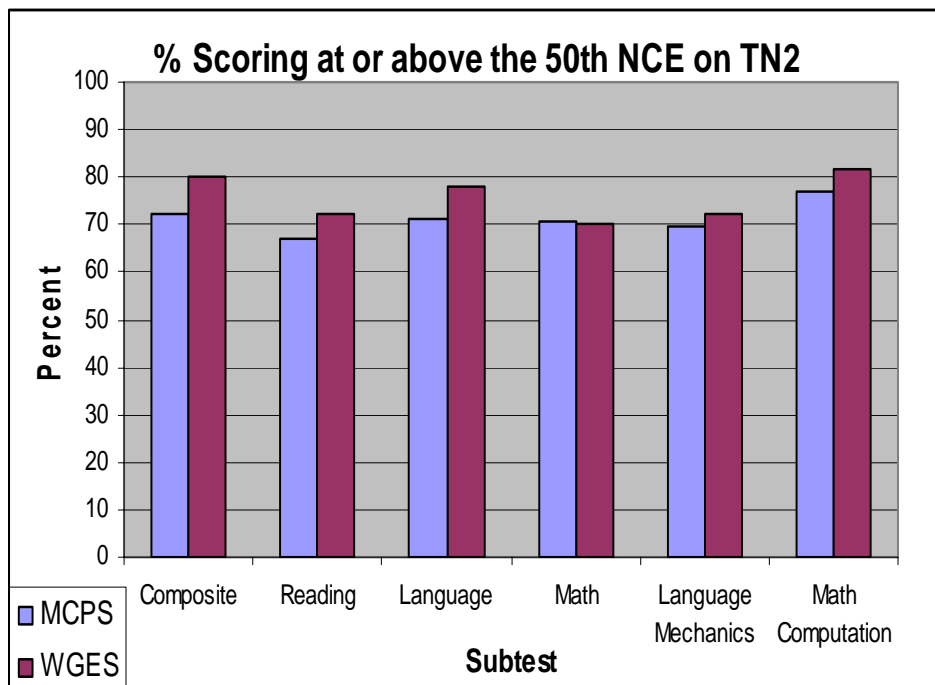
- ELL students' reading performance at fourth grade has increased by 28.4% over the last three years, while the percentage of third grade ELL students scoring proficient has decreased by 26.3% over that same time. From 2004 to 2008 fifth grade ELL students' performance in reading has roller-coasted significantly.
- Special education students improved significantly in reading at fifth grade (24.2%). Third grade special education students' performance in reading dropped drastically over the last two years (from 85.7% to 42.9% in 2008). Special education students' performance in math decreased significantly over the last two years. Specifically, only 22.2% of the fifth grade special education students scored proficient, compared to 52.9% in 2007. This is an area that needs attention and will be a focus for the 2008-2009 school year.

TerraNova 2 data in second grade indicated that more than half of our students scored above the 50<sup>th</sup> percentile in all subtest, as well as the composite. When compared with MCPS, Washington Grove scored:

	<b>Composite</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Language Mechanics</b>	<b>Math Computation</b>
<b>MCPS</b>	72.2	67.0	71.1	70.7	69.7	77.0
<b>WGES</b>	80.0	72	78	70	72	81.6
<b>Difference</b>	+7.8	+5.0				

Our scores were higher than or equal to the MCPS average on all five subtests. In fact, our scores showed significant improvement compared to 2007. In four of the five subtest our scores improved by at least 10%

	<b>Composite</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Language Mechanics</b>	<b>Math Computation</b>
<b>2007</b>	65.1	58.1	67.4	54.5	69.8	61.4
<b>2008</b>	80.0	72	78	70	72	81.6
<b>Difference</b>	+14.9	+14.1	+10.6	+15.5	+2.2	+20.2



Our Reading 3D assessment data shows the percentage of kindergarten, first grade, and second grade students that met the MCPS reading benchmark.

<b>Grade</b>	<b>2007</b>	<b>2008</b>	<b>Difference</b>
Kindergarten	90.6%	96.3%	+5.7
1 <sup>st</sup> grade	74.5%	94.3%	+19.8
2 <sup>nd</sup> grade	57.8%	80.0%	+22.2

The data shows that our students made significant progress at all grade levels! First and second grade students made significant gains. First grade improved by 19.8%, while second grade improved by 22.8%. There are still a considerable number of students who are unable to respond proficiently to the corresponding writing prompts. A number of staff members have chosen to form a professional study group in the area of writing to increase their knowledge and skill.

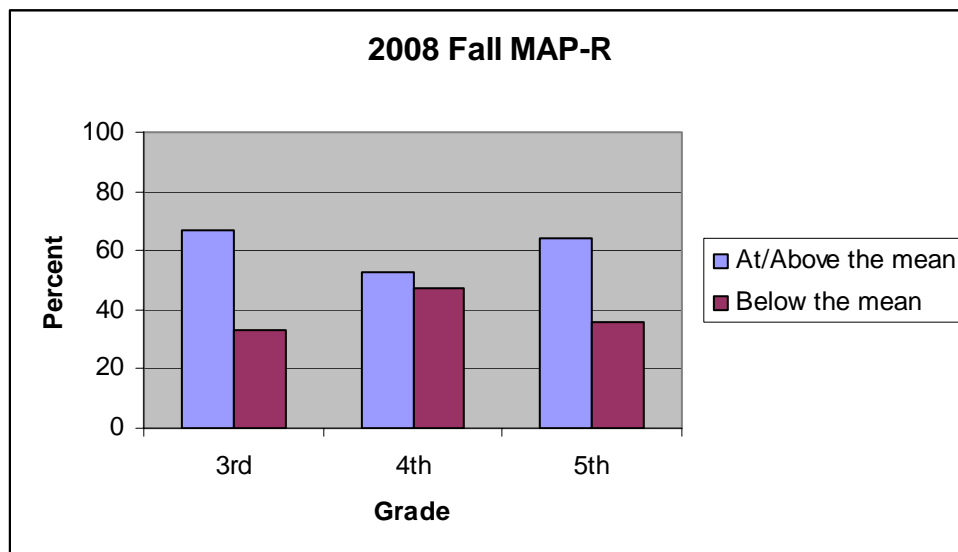
Grade	2004 Proficient in Reading (by %)	2005 Proficient in Reading (by %)	2006 Proficient in Reading (by %)	2007 Proficient in Reading (by %)	2008 Proficient In Reading (by %)	2004 Proficient in Mathematics (by %)	2005 Proficient in Mathematics (by %)	2006 Proficient in Mathematics (by %)	2007 Proficient in Mathematics (by %)	2008 Proficient in Mathematics (by %)
<b>ALL</b>										
Grade 3	64.9	82.6	91.2	86.8	70.2	68.4	74.6	91.2	88.2	79.2
Grade 4	84.7	86.0	85.0	94.1	98.3	78.0	76.0	86.7	96.1	90.0
Grade 5	76.0	89.1	77.8	82.2	92.6	74.0	83.6	91.1	82.3	75.9
<b>LEP</b>										
Grade 3	58.8	60.0	90.9	79.3	60.9	58.8	53.3	81.8	86.2	79.2
Grade 4	90.9	93.3	62.5	75.0	94.4	72.7	66.7	62.5	91.7	77.8
Grade 5	55.6	87.5	64.3	53.3	78.0	33.3	50.0	78.6	66.7	53.4
<b>Special Education</b>										
Grade 3	60.0	69.2	85.7	Not enough students	42.9	33.3	38.5	85.7	Not enough students	42.9
Grade 4	53.8	85.7	81.3	87.5	Not enough students	38.5	64.3	68.8	75.0	Not enough students
Grade 5	50.0	68.8	56.3	64.7	90.0	55.6	50.0	75.0	52.9	20.0
<b>FARMS</b>										
Grade 3	50.0	76.5	91.7	86.7	60.0	56.7	64.7	87.5	83.3	68.0
Grade 4	76.7	84.6	83.3	87.0	96.3	70.0	65.4	80.0	91.3	81.5
Grade 5	66.7	89.3	72.0	78.1	85.2	66.7	78.6	92.0	78.1	55.6
<b>African American</b>										
Grade 3	55.6	86.7	91.7	100.0	70.0	44.4	66.7	91.7	100.0	60.0
Grade 4	54.5	88.9	87.5	100.0	100.0	36.4	77.8	81.3	100.0	80.0
Grade 5	50.0	90.0	71.4	80.0	100.0	64.3	80.0	100.0	73.3	81.8
<b>White</b>										

Grade 3	68.8	92.9	95.0	100.0	88.9	68.8	100.0	100.0	100.0	88.8
Grade 4	95.5	84.6	92.3	100.0	100.0	90.9	76.9	100.0	100.0	100.0
Grade 5	100.0	90.5	91.7	90.9	93.8	84.6	90.5	91.7	100.0	87.6
<b>Hispanic</b>										
Grade 3	56.5	69.2	84.2	75.0	57.9	73.9	61.5	78.9	75.0	75.0
Grade 4	85.7	86.4	83.3	85.0	95.8	81.0	72.7	79.2	90.0	83.4
Grade 5	73.7	85.7	71.4	78.6	85.0	68.4	76.2	85.7	78.6	55.0
<b>Asian</b>										
Grade 3	88.9	100.0	100.0	100.0	77.8	77.8	85.7	100.0	100.0	88.9
Grade 4	100.0	83.3	66.7	100.0	100.0	100.0	83.3	100.0	100.0	100.0
Grade 5	Not enough students	Not enough students	80.0	80.0	100.0	Not enough students	Not enough students	100.0	100.0	100.0

Blue – improvement from the previous year

Red – a decline from the previous year

Green – results the same as the previous year



Students at Washington Grove 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 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 winter RIT scores and proficiency on the Maryland State Assessment (MSA). This data was used to identify at risk students to target for interventions. The fall and winter MAP-R scores are used to continue to monitor student interventions as well as to identify new students that are at risk of not meeting the proficient standard on MSA. The MAP-R data is also used by grade level teams at selected monthly data meetings to discuss student progress and identify successful strategies for student success.

## **Problem Clarification**

Students in grades K-5 who attended Washington Grove ES or another high-poverty school in MCPS have now all had the benefit of all-day kindergarten and reduced class sizes in the primary grades. At Washington Grove ES, their TerraNova 2 and MSA scores have been strong, and we anticipate their continued demonstration of advanced and proficient performance on these standardized assessments.

A number of third grade students have been identified as in need of specific test preparation strategies, as they met the benchmark on MClass: Reading 3D as second graders, but failed to meet the standard on TerraNova 2. We are supporting them through a targeted reading intervention. As part of their classroom instructional program, our third, fourth, and fifth grade students are focusing on specific test-taking strategies. In January and February, reading data chats will shift focus for grades 3, 4, and 5. Instead of reporting on current reading levels, groups and areas of focus, teachers will discuss specific efforts to support students who scored less than the 50<sup>th</sup> percentile in reading on TerraNova 2 (grade 3) and those who scored at basic, or at the fringes of basic on the reading MSA (grades 4 and 5.)

## **Process**

The Washington Grove Instructional Council completed a thorough review of the school improvement plan in June and July of 2008. The review was built around the four critical questions that MCPS uses throughout the system. These determined our three focus priorities. These three areas (reading and math success for all students and equity for all students) are an enhanced continuation from the needs assessment in the fall of 2008.

The process was as follows:

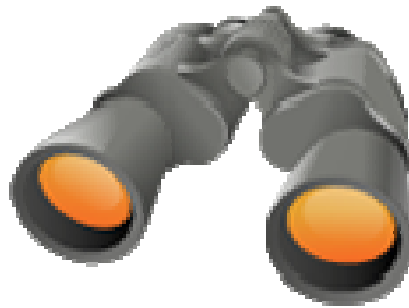
- Vertical teams met to answer the four critical questions in relation to the school improvement plan, based on the available data
- Instructional Council met in June and July to discuss the SIP goals (what was working, what to keep, what to amend) and create lotus diagrams that were then used in planning
- Instructional Council came to a consensus on a summary of the answers to the questions and recommendations to take forward to the entire staff

## **Findings**

Staff came to consensus that the priorities from the 2007-08 plan should continue to be the focus for our school improvement efforts in the 2008-09 school year. One change we are making is the integration of our equity goal into our reading and math goals for our School Improvement Plan; another is the closer monitoring of interventions for both reading and math. Specific Washington Grove strategies include:

- Hold monthly data chats (focused on either reading or math)
- Target the focus of data chats at different times of the school year
- Increase the number of participants in data chats to include the addition of: ESOL teachers, reading intervention teachers, GT teacher, and special education teachers
- Schedule data chats all on one day each month (teachers released through staff development sub time)
- Determine during the data chats whether to continue, discontinue or include specific students in intervention groups
- Conduct daily, small group reading instruction
- Maintain classroom and student data notebooks

- Implement consistent use of pre-assessments and unit assessments in planning and re-teaching mathematics concepts
- Support staff visitation to the Baldrige Quality Academy to better understand how to use data both themselves and with their students to set and monitor student instructional goals
- Structure grade level team meetings for at least an hour weekly so that teachers can
  - Monitor student progress
  - Examine student work
  - Plan in-class interventions
- Continue weekly ESOL Homework Club to support second language learners' successful completion of assigned work
- Continue weekly, grade level practice of MSA strategies and format at Grades 3, 4, and 5
- Provide targeted interventions that directly respond to student needs, such as: letter identification, letter/sound relationships, Reading Recovery, comprehension strategies, decoding, word work, fine motor, guided writing, sight words, and phonemic awareness, among others
- Continue to operate Marvelous Math Minds, a lunchtime math club for those students scoring at or near basic on the math MSA or below the 50<sup>th</sup> percentile on the math section of the TerraNova 2
- Continue using the co-teaching model to ensure that special education students are receiving grade level instruction with their non-disabled peers and have adequate support to be successful in their regular education classrooms
- Increase opportunities for Level 2 and 3 ESOL students to be serviced in their regular education classrooms
- Ensure that the master schedule provides for the inclusion of special education and ESOL teachers in weekly grade level planning
- Provide paraeducator support in as many classrooms as possible during the writing block
- Participate in PADI training and implement those strategies in K-2



**Baldrige Category: FACULTY AND STAFF FOCUS**

**Highly Qualified Teachers Plan for Montgomery County Public Schools**

**Date:** September 30, 2008

**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

**Highly Qualified Teachers Plan for Montgomery County Public Schools**

**Date:** September 30, 2008

*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 training to school teams on effective practices for coaching and supporting colleagues	Office of Organizational Development, Office of Curriculum and Instructional Programs	July-June	January and May
8. Provide job-embedded professional development linked to the School Improvement Plan	Office of Organizational Development, Office of Curriculum and Instructional Programs	October-April	January-May
9. Provide best practices training for gifted and talented teachers	Office of Organizational Development, Enriched and Innovative Instruction, Academic Support-Federal and State Programs	August - May	September, November, January, and March

**Baldrige Category: FACULTY AND STAFF FOCUS**

**Highly Qualified Teachers' Plan for Washington Grove Elementary School**

**Date:** September 30, 2008

**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	Person(s) Responsible	Time Line	Task Review Dates
1. Advertise open positions and interview for those positions at the MCPS Job Fair	Principal; interviewing team	Spring 2009	Immediately after Job Fair
2. Conduct team interviews for open positions	Interviewing team	Spring-Summer 2009	Spring-summer 2009
3. Select outstanding mentors for new teachers	Principal; staff development teacher	Fall 2008	Spring 2009
4. Support new teachers through working with staff development teacher	Staff development teacher	August 2008-June 2009	Quarterly
5. Monitor acclimation of new staff to the larger school culture	Team leaders	August 2008-June 2009	Monthly, at Instructional Council

**Professional Development Plan for Washington Grove Elementary School Date: September 30, 2008**

Objective Number	Task Number	Training Topic	Audience	Presenter(s)	Date(s)	Budget Categories (Check categories needed.)
		Self-selected, focused professional development sessions	All professional staff; some paraeducators	Staff volunteers	Bimonthly, at staff meetings	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Baldrige Quality Academy	All staff	Quality Academy staff	Ongoing	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Long-range planning	All grade level teams	Reading Specialist and Staff Development Teacher	Quarterly	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Using monitoring tools Using data to set instructional goals	All staff	SDT; Reading Specialist; Math Content Coach; Principal; AP	Team meetings; Data chats	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel

Objective Number	Task Number	Training Topic	Audience	Presenter(s)	Date(s)	Budget Categories (Check categories needed.)
		Studying Skillful Teaching	Designated teachers	Office of Organizational Development	As scheduled	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Junior Great Books training	Untrained professional staff	MCPS trainers	As scheduled	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input checked="" type="checkbox"/> Outside consultant <input checked="" type="checkbox"/> Materials <input type="checkbox"/> Equipment <input checked="" type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		William and Mary training	Untrained professional staff	MCPS trainers	As scheduled	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input checked="" type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Peer visitation and conferencing	Professional staff	Staff Development Teacher, as coordinator	Ongoing	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Jacob's Ladder training	Untrained professional staff	MCPS trainers	As scheduled	<input checked="" type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel

Objective Number	Task Number	Training Topic	Audience	Presenter(s)	Date(s)	Budget Categories (Check categories needed.)
		PADI training	K, 1, 2,	MCPS	Sept. 23	<input checked="" type="checkbox"/> Substitutes

			teachers, reading specialist; SDT; principal; GT/Title I teacher	trainers	Oct. 6, 7, 8 Dec. 16, 19 Jan. 8, 9 Feb. 10	<input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Paraeducator content training in both literacy and mathematics	Paraeducators	Title I Instructional Specialist; Reading Specialist; math content coach	2 <sup>nd</sup> Tues. of each month	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Math Content Coach training	Math Content Coach	MCPS trainers	As scheduled	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Title I/GT teacher training	Title I/GT teacher	MCPS trainers	As scheduled	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input checked="" type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
		Race and equity training	Washington Grove staff	Equity Team members	Monthly, at staff meetings	<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel
						<input type="checkbox"/> Substitutes <input type="checkbox"/> Stipends <input type="checkbox"/> MCPS trainer <input type="checkbox"/> Outside consultant <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> Conference fees <input type="checkbox"/> Local travel <input type="checkbox"/> Out-of-state travel

## Strategic Planning

Washington Grove has in place the following scientifically/research-based programs for the 2008-09 school year:

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 instruction 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.

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. Jacob's Ladder Reading Comprehension Program is used in coordination with this program to provide instructional scaffolding for students through the use of targeted readings from different genres. This program enables students to move through an inquiry process progressing from basic understanding to critical analysis of text. 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.

Reading Recovery: This program identifies first grade students who are significantly at risk. Students work one on one with a trained Reading Recovery teacher. Working on a text selected to provide an appropriate level of challenge, students are taught to integrate the three cueing systems: visual, meaning and structural, and to cross-check, self-monitor and self-correct while reading.

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.

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 years.

Program of Assessment, Diagnosis, and Instruction (PADI): The program focuses on early recognition of intellectual potential. It is designed to promote the academic and critical thinking skills of students in Title I schools. A diagnostic battery that focuses on reasoning, problem solving, and creativity is administered to all kindergarten and/or Grade 1 students. Once this potential is recognized, teachers are trained to nurture and extend the abilities of these students. Students routinely participate in strategies that are cognitively challenging. Students become more effective learners as a result of this instruction.

All Title I schools in Montgomery County Public Schools participate in the Extended Learning Opportunities Initiative. The program has traditionally consisted of two components – extended year and extended day.

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.

The ELO-Extended Day program is the after school component of the ELO Initiative. This program is designed to support students throughout the school year. It provides intervention and acceleration for students. Students have traditionally participated in one of several research-based programs: Ruth Rales Comcast Reading program, Soar to Success, Afterschool Math Achievers, and Destination Imagination. Due to the lack of funding, there will be no ELO-Extended Day offerings for the 2008-09 school year.

Washington Grove 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.

My Job, Your Job, Our Job  
 Ms. Williams' 2<sup>nd</sup> Grade 2008–2009

My Job (Students)	Your Job (Ms. Williams)	Families' Job
<ul style="list-style-type: none"> <li>• Come to school everyday</li> <li>• Work hard and do our best</li> <li>• Learn</li> <li>• Be respectful to everyone</li> <li>• Use proper etiquette</li> <li>• Pay attention and focus</li> <li>• Help others, not hurt</li> <li>• Encourage each other</li> </ul>	<ul style="list-style-type: none"> <li>• Come to school everyday</li> <li>• Teach us what we need to know</li> <li>• Help us learn strategies</li> <li>• Work hard and do your best to teach us</li> <li>• Encourage us to work hard and never give up</li> </ul>	<ul style="list-style-type: none"> <li>• Take good care of us</li> <li>• Give us what we need to do our school job</li> <li>• Help us be healthy</li> <li>• Help us learn</li> <li>• Check our backpacks</li> <li>• Help us with our homework</li> <li>• Don't let us watch too much T.V.</li> <li>• Talk with us about our day</li> <li>• Read to or with us everyday</li> <li>• Take us to the library to check out books</li> <li>• Encourage us to try our best</li> </ul>
Our Job (Students, Teachers, Families)		
<div style="display: flex; justify-content: space-between; align-items: center;"> <ul style="list-style-type: none"> <li>• Help each other</li> <li>• Work as a team</li> <li>• Never give up</li> <li>• Make good choices</li> </ul> <div style="text-align: right;"> <h1 style="margin: 0;">Do Our Best!</h1> </div> </div>		

**2008-2009 PARENT INVOLVEMENT ACTION PLAN  
WASHINGTON GROVE ELEMENTARY SCHOOL**

<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>
Conduct parent meeting to disseminate information about the school's Title I school wide program status and parents' parental rights. (Times and locations may vary to better accommodate parents.)	Title I Instructional Specialist	Training Plan	Sign in Agenda Notes Evaluation (SANE documents)	November Title I Instruct. Spec.	
Communicate information to parents about school programs, meetings, and other activities in multiple languages as appropriate. (i.e., school newsletters, flyers, meeting notices, etc.)	Admin. School Sec. Teachers Parent Community Coordinator Title I Spec.	School newsletters Flyers Notices ConnectEd Translation headsets	Newsletter Flyers Handouts to parents ConnectEd message	On going Quarterly PIC meeting agenda/notes Title I Spec.	
Develop/revise individual home/school compacts based on the Baldrige "My Job, Your Job, Our Job". The compact identifies actions in which the parents, school staff, and students will engage to share the responsibility for improved student performance.	Classroom teachers Students Parents	My Job, Your Job...	Compact Sign off from parents SIP	Nov. 1 Title I Instruct. Spec.	
Disseminate school-parent compact	Classroom teachers	Compact	Classroom compacts Parent signatures	Title I Instruct. Spec.	
Involve parents as active participants in the planning, review, and revision of the School Improvement Plan.	Admin. PCC Instructional Council	Accessible schedule Interpreter	SANE	Quarterly review of SIP Title I Spec.	

<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>
Update family involvement policy/plan periodically to meet the changing needs of the parents in the school.	PIC School staff Admin.	Policy/Plan Feedback	SANE Feedback	Ongoing PIC	
Review and/or revise the parent involvement plan annually.	PIC PCC Admin. Title I Spec.	Par. Inv. Action Plan Policy/Plan	SANE	End of school year PIC	
Provide training to staff and information to parents on effective practices in participating in parent-teacher conferences	Title I Spec.	Research articles Handouts	SANE	Mid Nov. Title I Spec.	
Provide training to staff on importance of family involvement	Title I Spec.	Research articles Handouts	SANE	Mid Nov. Title I Spec.	
Involve parents in the decision making process regarding how funds reserved for family involvement are being spent.	PIC Admin. Title I Spec.	Survey feedback Budgets Meeting evaluations	SANE	June 30 Admin. PIC	
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> <li>• Characteristics of Giftedness</li> </ul>	Title I Spec. PIC GT teacher School staff	PowerPoint Parent notification Interpreter Babysitters ConnectEd	SANE	Ongoing Title I Spec. School staff	
Conduct quarterly Parent Involvement Committee (PIC) meetings on topics generated by the committee	PCC Title I Spec. Admin.	Needs assessment	SANE	Ongoing PCC	
Collaborate with Linkages to conduct morning meetings for parents to include study skills, technology, language development	PCC Linkages PIC Title I Spec. Babysitting Transport.	Babysitting Transportation Interpreter Presenters	SANE	Ongoing PCC Linkages staff Title I Spec.	

<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>
Assist parents in completing applications for GT or enrichment programs (Highly Gifted Center, Middle School Magnets, Down County Consortium)	GT Teacher	Applications Program descriptions	Applications	Program deadlines throughout the year GT Teacher	
Conduct Hispanic Parent Outreach meetings to empower parents to be more involved in their child's education	PCC	Space Refreshments Babysitting	SANE	Ongoing PCC	
Assist Hispanic families in connecting with community resources	PCC	List of available community resources	Notes from meetings	Ongoing PCC	
Schedule "Come Read With Me" family literacy evenings for students and parents	Anne Moran Jan Leighty	Trade books Crafts for projects Refreshments	SANE	4 evenings throughout the yr. Anne Moran	
Provide opportunities for parents to develop relationships with other parents as they volunteer to support teachers during the school day	PTA Volunteer Coordinator	Space Work from teachers	Volunteer sign in log	Ongoing PTA Volunteer Coordinator	
Conduct "field trip" to Judy Center for WGES parents to become familiar with services available at the Judy Center	PCC Judy Center staff	Transportation	Sign in Notes	October Judy Center coordinator	
Conduct monthly parent meetings for 5 <sup>th</sup> grade parents on how to support reading and math at home	5 <sup>th</sup> grade team	Babysitters Translators	Sign in Handouts	Monthly Soojin Lee	
Conduct monthly parent meetings for 1 <sup>st</sup> grade parents on how to support reading and math at home	1 <sup>st</sup> grade team	Babysitters Translators	Sign in Handouts	Monthly Diana Hagan	

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

# Washington Grove Elementary School

## Parent Involvement Policy

### 2008-2009

**Washington Grove Elementary School supports the involvement of all parents/families. 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.)

#### **I. Parent Information**

Once a year, our school will hold a Title I meeting that will provide information about the Title I program, parental rights, and the important role you play in your child’s education. In addition, the school will:

- schedule annual conferences at convenient times
- hold meetings that review the curriculum and state and local assessments
- provide opportunities for you to suggest ideas and be a part of the decisions that relate to school success
- explain the grade level curriculum
- review and explain the district and State academic assessments
- provide opportunities for you to suggest ideas that relate to student success
- involve you in the planning and review of our schoolwide School Improvement Plan (SIP) including this Parent Involvement Policy (PIP)
- invite you to share comments that you want added to the School Improvement Plan

#### **II. Parent Outreach**

We support a strong, positive partnership with you and the community. We believe our parent outreach program will improve student achievement by providing:

- assistance to parents to help improve understanding of the MCPS curriculum and its relationship to the Voluntary State Curriculum (VSC) and assessments
- training and materials for parents to improve student achievement
- information and training for staff on the important role of parents as equal partners in teaching and learning
- parent programs that strengthen connections between home and school opportunities to attend programs and activities with Head Start, Judy Centers, Pre-Kindergarten Programs, Linkages to Learning, etc.
- support, training, and information from the Montgomery County Public Schools (MCPS) Division of Family and Community Partnerships and the parent activities, programs, and services they provide

#### **III. Communication**

Ongoing communication will occur through:

- annual parent conferences and follow-up conferences as needed
- a variety of school events, classes, and meetings held at times that are convenient for parents
- meetings that focus on how parent can help their child succeed in school
- frequent reporting of student progress
- opportunities to volunteer, observe, and talk with staff

- interpreters for conferences and meetings
- translation of the principal's newsletter and other important notices

To further enhance our successful partnership, we will provide additional support for parents who speak English as a second language, parents with disabilities, or parents who are in homeless situations. This support will include providing translations, written documents, and ensuring that we meet the need of individuals with disabilities.

#### **IV. Staff Training**

Staff training will be held at our school to:

- provide training for staff about how to work with parents as equal partners
- to show how to start and maintain parent outreach and involvement programs
- communicate the value of reaching out to and working with parents

\*\*\*\*See Lesson Plan #3 ("My Job, Your Job, Our Job": Establishing Responsibilities) from *My Job, Your Job, Our Job* (Baldrige)

Washington Grove 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:

1. Communicating
2. Parenting
3. Student Learning
4. Volunteering
5. School Decision-making and Advocacy
6. 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:

1. 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
2. Solicits and considers parent comments and concerns, and makes use of parent talents
3. Strives to ensure that staff are accessible for parent-teacher communications
4. 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:

1. 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
  2. Providing space for parent training and parent materials, as feasible
  3. 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.
- Parenting information should be translated, as appropriate and feasible.

- E. Assist parents in playing an integral role in student learning by:
1. 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
  2. Providing materials on what their child is learning and how to expand on school learning at home, as well as suggestions about available resources
  3. 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:
1. Providing information for staff use in the development of jobs for volunteers
  2. 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
  3. Providing orientation and training for parent volunteers, seeking support from central office personnel when appropriate
  4. 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:
1. Recognizing that advocacy requires that people understand issues, and have information about the processes for addressing these issues, including due process rights
  2. Encouraging parents to participate in the development, monitoring, and evaluation of the school improvement plan
  3. Providing leadership/advocacy information for parents
  4. 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:
1. Identifying resources that serve families within the community
  2. Informing school staff of the resources for families available in the community
  3. Involving community members in school volunteer and mentor programs
  4. Providing information about community agencies that provide family support services and adult learning opportunities
  5. 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:
  - 1. Providing materials and resources to inform staff and parents
  - 2. Helping parents with school-related issues, resolving problems, and finding resources
  - 3. Informing parents about the organization and function of the MCPS system
  - 4. Disseminating information about school and community resources to parents and staff
  - 5. 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:
  - 1. Providing information for staff and parents to enable them to understand and support effective parent involvement
  - 2. Providing training for parents and staff to develop positive communication skills, including cultural competence and collaboration skills, and parent outreach strategies
  - 3. 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.

School Name: Washington Grove Elementary

Date: September 30, 2008

# Family Involvement Committee Information

Principal: Susan Barranger

All members of the **Family Involvement Committee** who participated in the development of the school improvement plan must complete the table below. Their signatures verify that they were active members on the team. The Family Involvement Committee provides feedback and contributes ideas as vital stakeholders in the school improvement process. The team should be representative of the families, community and local school. This committee serves as a partnership to work closely with the school leadership to develop a comprehensive plan for school improvement.

Print Name	Signature	Position/ Role
Susan Barranger		Principal
Martha Bruno		Gaithersburg Judy Center
Carolyn Camacho		Parent Community Coordinator
Raquel Chaux		Linkages Case Manager
Scott Curry		Assistant Principal
Diana Hagan		Grade 1 Teacher
Anne Moran		School Counselor
Anita Shapiro		Title I Instructional Specialist
Heather Aguilar		Parent
Isabel Garcia		Parent
Scarlet Prado		Parent
Tania Ramirez		Parent
Valerie Rivers		Parent
Fanny Saavedra		Parent
Marisel Schank		Parent
Shelley Winkler		Parent

# Transition Strategies

**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.**

Kindergarten Orientation is held each spring in order to give parents an opportunity to visit the school with their child. During this activity, information on the kindergarten instructional program and registration process is provided. There are also staff members available to answer questions about the school. About half of our incoming kindergarten students attend our in-house Pre-K and/or Head Start programs. Those students and their families are already familiar with Washington Grove's structure, culture, and staff. In addition, the principal offers monthly prospective parent meetings to discuss the school's programs and culture, and takes the parents on a school tour.

Articulation meetings are held each year between both the Head Start and Pre-K and the Pre-K and kindergarten teachers to share strengths and areas of need, as well as specific achievement data in reading and mathematics. All of our Pre-K students are also strongly encouraged to attend our summer ELO program, as incoming kindergartners. During ELO, kindergarten students are presented with a toolkit containing manipulatives they can use to support their success at school. Kindergarten parents are brought in and are trained by Title I staff to ensure that they know how to use each of the included manipulatives with their children. The included materials are meant to support literacy, mathematical concepts, and fine motor skills.

The Gaithersburg 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, the State of Maryland, and numerous community partners. The Judy Center also collaborates with Linkages to Learning.

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

The counselor and assigned classroom teacher transition students who transfer to the school with a private tour and purposeful welcoming and outreach. The new student is assigned a buddy to help them get acclimated to the school. In addition, students new to the school wear a "Welcome" ribbon their first day at Washington Grove. All staff members then make an effort to personally greet that student on their first day here. Also, personal contact is made with parents to discuss school expectations.

Washington Grove provides new families with a parent handbook that summarizes a wide variety of important information about the school in order to help them quickly become familiar with the 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 middle school principal and counselor, parent meetings, and visits to the middle school by the Grade 5 students and teachers.

## **Title I Schoolwide Program Plan**

School Name: Washington Grove Elementary School

Date: September 30, 2008

### **Information on Schoolwide Program**

**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 gifted and talented teacher, a half time Math Content Coach, a half time ESOL support position, 0.7 reading support teachers, and a technology teacher. Additionally, the school will continue to implement the Reading Recovery program using a half time position provided to the school. Six hours of paraeducator time will be dedicated to support the reading, writing, and mathematics programs. Using Title I funding, students will participate in extended learning opportunities during the summer.

Instructional materials money will be spent to purchase literacy and mathematics materials that support student learning. Family involvement funds are being spent to purchase parent support materials that will be distributed to all parents (i.e., monthly newsletter attachments), a range of materials to support student learning, two major family content evenings, and four Come Read with Me family sessions. Additionally, we have used some of our Title I family involvement money to hire a 10-hour per week parent outreach coordinator who works to support a wide range of parent needs, i.e., phone contacts, translation, the completion of school forms and parent meetings.

All important documents will be translated into Spanish. These will include the principal's monthly newsletter, announcements of parent meetings and activities, and, as possible, grade level monthly newsletters.

**Describe the additional federal, state, and/or local grant funds (e.g., 21<sup>st</sup> Century Grant, Reading First) and resources (e.g., business partnerships) the school receives that will be used to support the implementation of this plan.**

The MCPS Extracurricular Activities Program will provide some opportunities for before and after school enrichment opportunities for students, in areas such as chess, science, writing, mentoring, homework support, hockey, and reading. In addition, a Linkages to Learning program is in place at Washington Grove to provide mental health counseling and social services to support to students and families in need.

Local school improvement funds have been budgeted to provide for close to 91 hours of paid summer planning meetings for staff, staff training materials, family involvement attachments to biweekly principal's newsletters, and student assignment books.

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

Linkages to Learning at Washington Grove Elementary supports students through a combination of direct services and family-oriented programs. There is a five-person team consisting of a site coordinator, case manager, and three part-time mental health therapists. The site coordinator organizes programming specific to students' and families' needs. The case manager works with families to access other services available through county, state, and deferral programs and strives toward the long-term goal of increasing the families' self-sufficiency. The mental health therapists provide individual counseling to students and their family members. They also facilitate social skills groups that are age group and social skill specific. For parents and family members, Linkages offers evening English classes, morning and evening workshops on pertinent issues, and all-day family events.



## Baldrige-Guided School Improvement Plan - Proposed Budget for FY 2009

School Name: Washington Grove ES

School Number: 552

Account Number	Expenditure Category	Cost
01.02sss.sss.03.501 088	<p><b>Planner Stipends (Job Code 1152)</b></p> <p style="padding-left: 40px;">Total number of planner hours needed = <u>117.0</u> Total number of trainee hours needed = <u>15.0</u></p> <p style="padding-left: 80px;">Total cost for planner (# hours X \$25) = \$ 2925.00 Total cost for attending training (# hours X \$20) = \$300.00</p>	
01.02sss.sss.04.503 088	<p><b>Other Expenses</b></p> <p style="padding-left: 40px;">Non-MCPS employee consultant (total # hrs. X rate) = \$ _____</p> <p style="padding-left: 80px;">Staff training materials = <u>\$717.00</u></p> <p style="padding-left: 40px;">LOCAL Conference fees/expenses = \$ _____</p> <p style="padding-left: 40px;">LOCAL travel (total # miles X \$0.585) = \$ _____</p> <p style="padding-left: 40px;"><u>Out-of-State Travel Not Allowed with These Funds</u></p> <p style="padding-left: 40px;">Other; specify: <u>student assignment books = \$450.00</u></p> <p style="padding-left: 40px;">Other; specify: <u>parent newsletter attachments = \$308.00</u></p> <p style="padding-left: 80px;">Total cost for Other category = \$1475.00</p>	
<b>TOTAL PLANNED EXPENDITURES =</b>		\$4700.00
<b>SCHOOL ALLOCATION =</b> (Elementary: \$4,700      Secondary: \$2,300)		\$4700.00
<b>BALANCE (Allocation - Total Planned Expenditures) =</b>		\$0.00

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Community Superintendent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Baldrige Category: PROCESS MANAGEMENT**

Washington Grove has put in place several processes to monitor the school improvement plan. Grade level teams hold monthly data meetings to discuss student progress toward the goals of the school improvement plan. At these meetings the teams discuss identified data and the interventions that have been put in place. The teams create action plans at monthly data meetings to increase student achievement. The beginning of each subsequent data meeting begins with a reflection of the action plans created at the previous data meeting.

Each grade level team uses one of its monthly team meetings to communicate student growth. Teachers use data to discuss student progress toward county benchmarks and individual academic goals.

In addition to the team meetings, Washington Grove also holds monthly problem solving meetings where student progress is discussed. At these meetings, teachers share student progress toward school improvement plan goals with the problem solving team members. These students are monitored closely and discussed at later problem solving meetings.

The Instructional Council oversees the processes that are in place to monitor the school improvement plan. The Instructional Council meets monthly to discuss the effectiveness of these processes and makes appropriate revisions.



## **Baldrige Category: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT**

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

Describe the plan to include teachers in decisions on improving the achievement of individual students and the overall instructional program based on formative and summative assessment data.

In order to have teachers actively involved in decision-making based on student achievement, several activities will occur throughout the year:

- Teachers will meet, at a minimum, one hour weekly in grade level teams to examine and assess student work and relevant student data
- Time will be spent discussing individual student progress and planning for classroom-based interventions and acceleration of instruction, as indicated by student performance on formative and summative assessments
- The staff development teacher, reading specialist, and math content coach will attend these meetings, on a rotating basis, to assist team leaders in structuring these discussions
- All classroom teachers will maintain current data notebooks with relevant data on each student
- All students will maintain their own individual data notebook in order to set academic goals for themselves and monitor their progress toward reaching those goals
- All classroom teachers will use mathematics pre-assessments and unit assessments to plan for instruction and re-teaching
- All grade level teams will have a monthly data chat, focused on either math or literacy, with the principal, assistant principal, staff development teacher, and reading specialist
- Teachers will report on individual student progress and decisions will be made about targeted interventions, for both remediation and acceleration, that will be in place for the upcoming month
- Interventions will be reviewed monthly and groups will be fluid, depending on assessed student needs
- According to the time of the school year, grade level team meetings will have different data foci
- Monthly Instructional Council meetings are focused on student progress