Montgomery Knolls Elementary School K-2 & Pine Crest Elementary School 3-5

Baldrige-Guided School Improvement Plan

Deann Collins, Principal, Montgomery Knolls ES
Meredith Casper, Principal, Pine Crest ES

2010-2011

Leadership

School Mission & Vision

Montgomery Knolls Elementary

As a diverse community of parents, staff, and students at Montgomery Knolls, we are dedicated to:

- Serving the individual needs of every student
- Establishing a safe and positive learning environment that promotes respectful behaviors and goal setting
- Celebrating our diversity and student learning
- Preparing students to be life-long learners

We are committed to communicating and clarifying expectations, sharing the responsibilities for learning and using data in our decision-making process.

Pine Crest Elementary

Vision:
Pine Crest, a dedicated and caring community of families, students and staff building success through excellence in teaching and learning.

Mission:
To enable all individuals to achieve to their fullest academic, social, and personal potential, we will:
- Appreciate and respect the diversity and commonalities of all our community members
- Create a safe, motivational, supportive and challenging environment.
- Engage in work that is meaningful and relevant.
- Communicate effectively, utilize technology, and take risks to solve real-life problems.

Together, we will achieve a superior education

Montgomery Knolls Elementary School SIP 2010-2011

STUDENT AND STAKEHOLDER FOCUS

A year-to-year comparison among NCLB subgroups shows that in 2010 a smaller percentage of students scored at the 50th NCE when compared to last year in every subgroup. Hispanic & FARMS students demonstrated a decline in the percentage of students scoring at the 50th NCE or higher from 2009 to 2010; Students receiving ESOL services showed the greatest improvement- an increase of 13% from last year. Students performed strongest in math computation with 68% of students scoring at or above the 50th NCE, respectively. 67% of students scored at or above the 50th NCE on the mathematics subtest. When examining aggregate scores, 72.4% of students scored at proficient or advanced. However, three subgroups – Special Education, FARMS, and LEP – missed the AMO target in reading and math; African American & Hispanic performance fell within the confidence interval. Improvement is needed in the five subgroups mentioned above in order to make the 2011 AMO target of 83.6% in Reading & 85.7% in math of concern.

FACULTY AND STAFF FOCUS

High-quality and ongoing professional development
Action Plan:

- Professional Learning Community Institute research based practices integrated into the school
- Weekly grade level meetings with Math Content Coach, Reading Specialist, Enrichment Teacher, and Staff Development Teacher
- Monthly vertical staff meetings
- Race, Relationship, and Equity Focus; Courageous conversations about racial achievement gap during professional development staff meetings
- Peer observations to gather insights on above grade level targets

LEADERSHIP

Mission and Vision:
As a diverse community of parents, staff, and students at Montgomery Knolls, we are dedicated to:

- Serving the individual needs of every student
- Establishing a safe and positive learning environment that promotes respectful behaviors and goal setting
- Celebrating our diversity and student learning
- Preparing students to be life-long learners

We are committed to communicating and clarifying expectations, sharing the responsibilities for learning and using data in our decision-making process.

Communication:

Printed bi-weekly on MKES newsletter	Posted in our school at the main entrance
Shared with parents during PTA meetings and Back to School Night	Posted in a variety of areas around the building

STRATEGIC PLANNING

Based on the analysis of MSA reading and mathematics data, along with TN2 data, MKES will execute the following to ensure all subgroups achieve the 2010-2011 AMO in Math 85.7% and Reading 83.6%:

- Continue monthly BCR's with action plan based on data
- Provide instruction using critical thinking and PADI strategies in reading, writing & math
- Focus on phonics, vocabulary, and daily writing instruction built into the master schedule
- Provide accelerated math opportunities at each grade level in preparation for Math A by Grade 5
- Provide daily guided reading instruction
- Use strategic monitoring systems to monitor student progress for all subgroups especially African American, Hispanic, ESOL, FARMS and Special Education
- Implement MCPS curriculum and the VSC consistently at each grade level
- Establish and monitor quarterly reading benchmarks and math unit assessments
- Administer and analyze formative assessments based on leading indicators for MSA & TN2 assessments
- Establish common planning time for data analysis & monitoring of student performance
- Hold meetings to discuss student progress through:

Team meetings (weekly)	Team Data chats (quarterly)	Teacher/Student Data chats (quarterly)
Intervention meetings (weekly)	Teacher Data chats (quarterly)	Team Data Meetings (Monthly)

Activities to ensure that under performing students reach proficient or advanced

- Dedicate 90 min. for reading instruction (30 min. for vocabulary instruction) and 70 min. for math instruction
- Use "Plug-in, pull-aside" or "Pull-out" model to facilitate achievement of LEP students
- Create student data notebooks to monitor reading, math, and writing progress
- Provide a double dose of guided reading; Reading Recovery; Horizons; Academic Intervention Plans, Academic Enrichment Plans; Intervention Clubs
- Design paraeducator schedules for students to receive "plug-in" support

PERFORMANCE RESULTS

TerraNova 2nd Edition	% of students at 50th NCE or Higher	
	2009	2010
Composite	60.2	57.8
Reading	50.0	48.3
Language	68.2	59.5
Lang Mechanics	70.8	59.5
Mathematics	61.1	67.2
Math Computation	74.2	68.1

Composite Scores	% at 50th percentile or higher 2009	% at 50th percentile or higher 2010
All Students	60.2	57.8
African American	57.1	57.1
Asian	73.3	75.0
Hispanic	46.9	40.0
White	84.6	84.2
FARMS	50.9	42.9
Special Education	16.7	20.0
Limited English Proficiency	23.1	47.4

2010 MSA Data		
	% Proficient in Reading	% Proficient in Mathematics
All Students	72.4	72.4
African American	**70.4	**66.7
Asian	78.6	85.7
Hispanic	**63.6	**63.6
White	92.3	92.3
FARMS	*58.6	*58.8
Special Education	*37.5	*25
Limited English Proficiency	*48.10	*51.9

* AYP Not Met   ** AYP Met with Confidence Interval

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Quarterly teacher/grade level data chats
- Weekly/monthly intervention meetings to discuss student progress and revise intervention supports
- Monitoring tools shared with all stakeholders
- Looking at student work using brief constructed responses to prompts
- Joint walk-throughs to assess consistent implementation of MCPS reading and math curricula

PROCESS MANAGEMENT

- Weekly grade level meetings with school leadership participation, focused on curriculum, instruction, assessment, data analysis and looking at student work
- Quarterly joint planning meetings with Pine Crest Elementary to review and revise our joint School Improvement Plan and parent involvement
- See reading, math, and parent involvement action plans

Pine Crest Elementary School SIP 2010-2011

Student and Stakeholder

All stakeholders will foster an environment of high expectations and student accountability while maintaining a positive school climate. Based on an analysis of the disaggregated data, our goal will focus on all students reaching proficiency/advance levels in reading and math with increased focus on the notably underachieving subgroups.

Reading: Special Education, LEP
Math: Special Education, LEP and FARMS

As a merged school focus, PCES will continue its usage of BCR's in reading and math with reflective feedback to students. Students will continue to use the ADDE strategy across the building.

Faculty and Staff Focus

Staff training in the following areas:

- Equitable Classrooms: 11: *Use of Random Response*; 17: *Multiple Approaches to Monitor Understanding*
- Vocabulary
- Critical Questioning
- BCR's
- 21st Century Classroom
- Co-teaching
- FISH

Evaluation Tools: Survey; Analysis of results, process, and relationships; Plus/Delta; Exit tickets; Anecdotal comments; Informal/formal administrative walk through feedback; Peer Observation Challenge

Leadership

Vision: **Pine Crest**, a dedicated and caring community of families, students and staff, building success through excellence in teaching and learning.
Mission: To enable all individuals to achieve to their fullest academic, social, and personal potential, we will:
- Appreciate and respect the diversity and commonalities of all our community members
- Create a safe, motivational, supportive and challenging environment
- Engage in work that is meaningful and relevant
- Communicate effectively, utilize technology, and take risks to solve real-life problems.

Together, we will achieve a superior education.

Communication:
- **School**: The vision, mission and core values are communicated and posted throughout the entire school, highlighted in the newsletter banner, represented on the meeting agendas, parent teacher conferences, and stated during school community events. Stakeholders will monitor implementation through agendas, follow-up notes, issue bins, and plus/deltas, organizational performance results, and surveys.
- **Classroom**: The vision, mission and core values of the school are used to guide the creation of corresponding classroom documents. Teachers revisit these value statements at various points in the school.

Strategic Planning

2010 Reading Target
- Pine Crest: 85.9% of all students in the eight subgroups will demonstrate proficient or advanced performance on the state **reading** assessment.

School Improvement Plan Goal in Reading:
- Pine Crest will show a 10% increase in the number of Special Education and LEP students in the proficient/advance range from the established baseline (53.8% for special education and 64.9% for LEP).

2010 Math Target
- Pine Crest: 84.5% of all students in the eight subgroups will demonstrate proficient or advanced performance on the state **math** assessment.

School Improvement Plan Goal in Math:
- **PCES: Targeted performance:** PCES will show an increase of 10% of LEP and Special Education students performing in the proficient to advance range of performance.
  - **PCES Acceleration:** PCES will show a 10% increase in enrollment in accelerated math classes by Hispanic and African American students in grades 3, 4 and 5.

MKES/PCES School Improvement Plan Goal
- 70% of the students in Montgomery Knolls and Pine Crest Elementary School will score on the advance level of a BCR rubric in reading and/or math.

Process Management

- Monthly leadership meetings/ global and analytical perspective of strategic monitoring by content
- Quarterly merged school improvement team and ESIT meetings
- Weekly grade level and specialists meeting focused on curriculum, instruction, assessment, data analysis and examining student work.
- Quarterly joint planning meetings with MKES to review/revise our joint School Improvement Plan.
- PCES Reading Action Plans [*see attachment]*
- PCES Math Action Plan [*see attachment*]
- PCES Reading/Math Action Plan [*see attachment]*
- PCES Fragile Cell Action Plan [*see attachment*]
- MKPC ES BCR Action Plan [*see attachment]*

Organizational Performance Results

See assessment results and trend data in the needs assessment

Measurement, Analysis, and Knowledge Management

Quarterly merged SIP review of data

Monthly review of PCES initiatives at staff; team meetings and leadership meetings.

Team meetings:
Housekeeping (2)
Planning (1)
Assessment and Analysis (1)

4. myMCPS AYP Analyzer

5. Surveys to monitor school culture [internal survey documents, meeting notes, evaluation tools]

School Profile

Montgomery Knolls Elementary School (MKES) and Pine Crest Elementary School (PCES) are paired schools with a common attendance area. MKES is a primary school, serving approximately 451 students in grades Pre-kindergarten – 2nd grade. Montgomery Knolls includes six half day preschool special education classrooms (PEP) as well as two regular Pre-kindergarten classrooms and an all day Head Start classroom. With approximately 58.6% of MKES students receiving Free and Reduced Meals Services (FARMS), MKES operates a school-wide Title I program and receives federal Title I funds.

Pine Crest serves approximately 418 students in grades 3-5. PCES is home to one of the six Centers for the Highly Gifted in Montgomery County Public Schools. Selected students from the elementary schools in Blair, Einstein, and Kennedy Clusters attend the Center. The goal of the program is to provide exceptionally gifted and motivated 4th and 5th grade students with a full-time instructional program that is accelerated and enriched with curriculum focuses about grade level focuses. It is designed for students who learn at a faster pace and who can handle advanced concepts of greater complexity (The Center program at Pine Crest includes two fourth grade classes and two fifth grade classes and supports approximately 100 students). Approximately 48.2% of Pine Crest students (total school) receive FARMS during the 2010-2011 school year.

Demographic data, and specifically sub-group representation, varies between the two schools. Montgomery Knolls has a higher percentage of all NCLB sub-groups represented within their school population except for the White and Asian sub-groups. A significant variance exists with the representation of ESOL students. Students receiving ESOL services comprise 57% of MKES students, while 13% of Pine Crest students receive ESOL services.

Both schools are technology magnet programs, with a focus on integrating technology into instruction. The two schools share the services of the Linkages to Learning program which provides educational programs for parents, mental health services for individuals and families and a case manager for social services. The schools have worked collaboratively for several years to maintain a joint focus and continue to collaborate on the writing and implementing of a joint School Improvement Plan. This is a challenge because of the individual needs of the two campuses and the difficulty of sustaining vertical articulation when the primary and upper grades are housed in two different building. Nevertheless, the administration and the staff persevere in these efforts, and continue to work collaboratively.

School Name: Montgomery Knolls Elementary School

School Improvement Team Information

Principal: Deann Collins

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):		
Deann Collins	Deann Coll	Principal
Vincent Pazzalare	Vincent Pazzalare	Assistant Principal
Cheryl E. Booker	Cheryl E. Booker	Staff Development Teacher
Denise Medley	Denise Medley	Reading Specialist
Ilana Carr	Ilana Carr	Special Education Teacher
Susan Ginsberg	Susan Ginse	Title I Instructional Specialist
Courtney Brophy	Courtney Brophy	Math Content Coach
Ilene Fox	Ilene Fox	ESOL Teacher
Mary Michaels	Mary Michaels	
Amanda Keller	Amanda Keller	
Tamara Biggs	Tamara Biggs	MOM (parent)
Grace Morgenstein	Grace Morgenstein	
Amy Blasko-Brooks	Amy Blasko-Brooks	
John Ahota		PIC
Lillian E. Gascon		Paraeducator
DAWN R. GEISLER	Dawn R. Geisl	IDA
Crystal Bobo	Crystal B. Bobo	PIC
Sally Fasman		
Panthea Mitchell	Panthea Mitchell	
Andrew Poupei		
Anna Jones		2nd Grade Teacher / P.E.
Parents (required):		
Jean Townsend	Jean Townsend	PARENT
Mikaelo Milgar		Parent

October 2010

Pine Crest Elementary School 2010-2011

School Improvement Core Team Members

Position	Name
Principal	Meredith Casper
Assistant Principal	Jason Mack
Grade Three	Carol Barbieri
Grade Four	Jo Belyea Doerrman
Grade Five	Erika Andresen
Support	Alona Philips (Reading Specialist)
Smarts	Donna Gregory (Media)
Staff Development Teacher	Helen Kahl
Para educator	Cynthia Vause
Para educator	Deb Sanger
Parent	Karen Hanlon
Community Partner	Commonweal Foundation

School Improvement Enhance Team Members

Position	Name
Principal	Meredith Casper
Assistant Principal	Jason Mack
Reading Specialist	Alona Philips
Math Content Coach	Elizabeth Sadqi
Staff Development Teacher	Helen Kahl
Special Educator	Mandy Willis
ESOL Teacher	Madeline Taylor
IDA	Judi Miedzinski

The dates that our school improvement team will meet during the 2010-2011 school year to review the plan, monitor action plans, and identify next steps as needed are as follows:

Montgomery Knolls Meetings:
- November 5, 2010, 9:00 a.m. – noon
- February 18, 2011, 12:00 p.m. – 3:00 p.m.
- April 15, 2011, 9:00 a.m. – noon
- June 3, 2011, 12:00 a.m. – 3:00 p.m.

Pine Crest & Montgomery Knolls Meetings
- November 22, 2010, 4:15-5:15 p.m.
- February 8, 2011, 4:15-5:15 p.m.
- May 18, 2011, 4:15-5:15 p.m.

Pine Crest & Montgomery Knolls Enhanced School Improvement Team (ESIT) Meetings
- September 15, 2010
- November 29, 2010
- January 19, 2011
- April 11, 2011

These meetings are held in collaboration with staff from the Office of Shared Accountability as well as the Division of Title I programs.

Communication regarding school improvement and updated progress is identified in Baldrige Linkages Chart.

Organizational Performance Results

Montgomery Knolls ES

Adequate Yearly Progress 2004-2010

	AMO Targets							
	2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Math	49.8	57.0	61.7	66.5	71.3	76.1	80.9	85.7
Reading	42.7	50.9	56.4	61.8	67.3	72.7	78.2	83.6

Table 1. Performance Results 2004-2010 (Percent Proficient/Advanced)

	Math								Reading						
	2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**		**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
AMO Target	**49.8**	**57**	**61.7**	**66.5**	**71.3**	**76.1**	**80.9**		**42.7**	**50.9**	**56.4**	**61.8**	**67.3**	**72.7**	**78.2**
All Students	63.1	57.6	56.5	70.8	78	84	72.4		59.6	56.5	58.7	75.0	73	78	72.4
African American	71.1	48.8	51.2	65.4	73	70	66.7		73.7	56.1	53.7	65.4	68	75	70.4
Asian	100.0	57.1	90.0	80.0	100	95	85.7		83.3	42.9	80.0	90.0	100	87	78.6
Hispanic	41.5	63.0	43.8	64.0	76	78	63.6		36.6	55.6	46.9	72.0	64	65	63.6
White	83.3	77.8	88.9	90.9	90	100	92.3		73.7	77.8	100	90.9	100	100	92.3
FARMS	55.6	49.1	50.8	60.5	71	79	**58.8**		53.1	45.5	47.6	65.1	62	70	**58.6**
Special Education	9.1	na	42.9	40.0	40	80	**25**		45.5	na	57.1	60.0	20	80	**37.5**
LEP	42.9	55.6	44.4	54.5	56	83	**51.9**		32.1	50.0	37.0	50.0	47	69	**48.10**

Table 2. Adequate Yearly Progress 2004-2010

	Math								Reading						
	2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**		**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
All Students	Met	Met	Met	Met	Met	Met	Met		Met	Met	Met	Met	Met	Met	Met
African American	Met	Met	Met	Met	Met	Met	Met		Met	Met	Met	Met	Met	Met	Met
Asian	Met	Met	Met	Met	Met	Met	Met		Met	Met	Met	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met	Met	Met	Met		Met	Met	Met	Met	Met	Met	Met
White	Met	Met	Met	Met	Met	Met	Met		Met	Met	Met	Met	Met	Met	Met
FARMS	Met	Met	Met	Met	Met	Met	**Not Met**		Met	Met	Met	Met	Met	Met	**Not Met**
Special Education	Met	Met	Met	Met	Met	Met	**Not Met**		Met	Met	Met	Met	Met	Met	**Not Met**
LEP	Met	Met	Met	Met	Met	Met	**Not Met**		Met	Met	Met	Met	Met	Met	**Not Met**

Montgomery Knolls ES 2011 A.M.O for Reading = 83.6% for all subgroups

2011 A M O for Math = 85.7% for all subgroups

Pine Crest Elementary School

Adequate Yearly Progress 2007-2010

	AMO Targets			
	2007	**2008**	**2009**	**2010**
Math	63.9	69.1	74.2	79.4
Rdg.	67.2	71.8	76.5	81.2

Table 1. Performance Results 2003-2006 (Percent Proficient/Advanced)

	Math					Reading			
	2007	**2008**	**2009**	**2010**		**2007**	**2008**	**2009**	**2010**
	63.9	**69.1**	**74.2**	**79.4**		**67.2**	**71.8**	**76.5**	**81.2**
All Students	82.8	85	86	82		85.0	87.7	87.4	87.1
African American	70.8	75.9	76.2	71.6		74.3	81	81.2	82.6
Asian	91.4	91.4	93.6	94.5		91.4	100	89.4	92.7
Hispanic	74.2	77.1	78.2	72.4		75.8	74.3	79.3	77.7
White	98.1	98.1	98.1	96.9		100.0	100	99.1	99
FARMS	68.3	73	73.9	66.9		71.1	76.6	75.2	75.3
Special Education	55.0	44.4	58.3	42.3		55.0	55.6	66.7	53.8
LEP	59.6	57.4	74.2	63.3		68.1	68.1	72.6	64.9

Table 2. Adequate Yearly Progress 2003-2009

	Math					Reading			
	2007	**2008**	**2009**	**2010**		**2007**	**2008**	**2009**	**2010**
All Students	Met	Met	Met	Met		Met	Met	Met	Met
African American	Met	Met	Met	Met		Met	Met	Met	Met
Asian	Met	Met	Met	Met		Met	Met	Met	Met
Hispanic	Met	Met	Met	Met		Met	Met	Met	Met
White	Met	Met	Met	Met		Met	Met	Met	Met
FARMS	Met	Met	Met	Not Met		Met	Met	Met	Met
Special Education	Met	Met	Met	Not Met		Met	Met	Met	Not Met
LEP	Met	Met	Met	Not Met		Met	Met	Met	Not Met

	AYP Test Takers			
	2009		**2010**	
	Reading	Math	Reading	Math
All Students	383	383	364	366
African American	114	114	109	109
Asian	58	58	55	55
Hispanic	114	114	103	105
White	97	97	97	97
FARMS	187	187	170	172
Special Education	21	21	26	26
LEP	88	88	77	79

Student and Stakeholder Focus

Comprehensive Needs Assessment

Data Analysis Process
Montgomery Knolls (MKES) and Pine Crest (PCES) school improvement teams met jointly in May. The school improvement team comprised of administrators, grade level representatives, reading and math coaches, arts team representatives, paraeducator representatives, Title I Instructional specialist, Linkages to Learning representatives, and parents from both the Montgomery Knolls and Pine Crest community. MKES and PCES met to examine and revise the 2009-2010 School Improvement Plan (SIP) (reading action plan) and to continue drafting a writing action plan based on the trend results of the Maryland School Assessment (MSA). The results were shared with the Instructional Leadership Team and the incoming staff at preservice in August 2010. Previous meetings had examined practices for daily instruction that are used in the core content areas with an increased focus on instructional strength and needs of students and staff PreK-5. These meetings have generated discussion of evidence of student achievement based on these practices and programs using both common and grade specific assessments. Both schools commit to three merged SIP meetings to discuss student's achievement vertically each year, in addition to each school conducting site specific conversations in separate buildings which monitor individual school progress towards the SIP. Joint School Improvement Plan meetings are scheduled for November, February, and May.

Throughout the school year, the Montgomery Knolls and Pine Crest staff independently examined and analyzed school data. Data sources included Terra Nova2, MSA, mClass, MAP-R, math end of the year reports, climate survey, discipline data, and Special Ed/ESOL/GT identification. Both Montgomery Knolls and Pine Crest use "School Data Notebooks". Montgomery Knolls encourages students to monitor their progress in reading, math, and writing. Pine Crest's uses the "School Data Notebooks" to continue the shift from classroom ownership to both grade and school ownership of student performance.

Montgomery Knolls – Analysis of Terra Nova 2nd Edition Data (Grade 2)
The purpose of the TerraNova Second Edition (TN2) is to help our school determine the strength and needs of its instructional program in Reading, Language, Language Mechanics, Mathematics and Math Computation. Students receive a composite score and a score for each subtest. Composite scores represent a combined average of a student's reading, language, and mathematics scores. The target for this test was for all subgroups to perform above the fiftieth percentile. The following charts demonstrate student's performance in this measure.

	TerraNova 2nd Edition 2008	TerraNova 2nd Edition 2009	TerraNova 2nd Edition 2010	
	% of students at 50th NCE or Higher	% of students at 50th NCE or Higher	%of students at 50th NCE or Higher	Difference
Composite	71.6	60.2	58	-2.2
Reading	54.7	50.0	48	-2.0
Language	73.7	68.2	59	-9.2
Lang Mechanics	77.9	70.8	67	-3.8
Mathematics	66.3	61.1	59	-2.1
Math Computation	76.8	74.2	68	-6.2

(Source: *Performance of Montgomery County Public Schools Grade 2 Students on the 2010 TerraNova Second Edition)*

Overall 2010 Terra Nova composite and subtest data shows that a smaller percentage of MKES second grade test takers scored at the 50th NCE compared to 2009. However, Asian, FARMS and LEP students showed gains. On the other hand, Hispanic students demonstrated decline in percentage of students

scoring at the 50th NCE or higher from 2009 to 2010. Special Education students demonstrated a sharper decline than any of the other subgroups.

	Year to Year Comparison Data			
	% of students with Composite Scores at or above the 50th NCE			
	2008	**2009**	**2010**	**Difference**
All Students	71.6	60.2	58	-2.2
African American	72.7	57.1	57	-0.1
Asian	73.9	73.3	75	1.7
Hispanic	57.6	46.9	41	-5.9
White	94.1	84.6	84	-.6
FARMS	61.4	50.9	58	7.1
Special Education	n/r	16.7	0	-16.7
Limited English Proficiency	51.5	23.1	51	27.9

(Source: *Performance of Montgomery County Public Schools Grade 2 Students on the 2010 TerraNova Second Edition)*

Students performed strongest in math computation and language mechanics with 68% and 67% of students scoring at or above the 50th NCE, respectively. For the third year in a row, reading is the subtest in which the smallest percentage of students scored at the 50th NCE or higher.

	TerraNova 2nd Edition 2010			TerraNova 2nd Edition 2010		
	% of students with Composite Scores at or above the 50th NCE			% of students at or above the 70th NCE in Reading		
	MCPS	**MKES**	**Difference**	**MCPS**	**MKES**	**Difference**
All Students	72	58	-12.1	44	30	-14
African American	59	57	-2	30	21	-9
Asian	68	75	7	45	45	None
Hispanic	50	41	-9	23	14	-9
White	88	81	-7	61	68	7
FARMS	72	58	-14	44	30	-14
Special Education	36	0	-36	18	0	18
ESOL	53	51	-2.	25	22	-3

(Source: *Performance of Montgomery County Public Schools Grade 2 Students on the 2010 TerraNova Second Edition)*

When examining composite scores and comparing MKES' performance with the county's performance, data reveals that a higher percentage of MCPS students scored at or above the 50th NCE in all but one NCLB subgroup – Asian.   Students receiving special education and Free and Reduced Meals showed the widest gap between MKES' performance and MCPS' performance.

MKES' has added a new data point to analyze – percentage of students at the 70th NCE or higher in reading. This data point is aligned to the 7 Keys for College Readiness. When comparing the percentage of students scoring at the 70th NCE or higher in reading, 45% of Asian American students and 68% of White students have attained this key. While only 30% of students receiving free and reduced meals, 14% of Hispanic students, and 0% of Special Education students serviced were able to attain this key.

Montgomery Knolls – Analysis of Adequate Yearly Progress Data

Although MKES does not administer the Maryland School Assessment to its students, it is still held accountable for annual growth. Based on the number of third grade test takers who were enrolled in MKES' from September 30 to the March testing date, MSDE has provided the following AYP data.

On the 2010 MSA, the annual measurable objective for MKES was 78.2% scoring at proficient or advanced in reading. When examining aggregate scores 72.4% of students scored at proficient or advanced. However, three subgroups –FARMS, Special Ed, and LEP – missed the AMO target. While there are several subgroups where improvement is needed in order to make the 2011 AMO target of 83.6 in reading, the % of LEP, FARMS, and Spec. Ed populations are areas of concern.

	Montgomery Knolls' AYP Data – 2010	
	% of Proficient	
	Reading	Mathematics
All Students	72.4	72.4
+African American	70.4	66.7
Asian American	78.6	85.7
+Hispanic	63.6	63.6
White	92.3	92.3
FARMS	58.8	58.8
Special Education	37.5	25.0
Limited English Proficiency	48.10	51.9

* AYP Met with Confidence Interval

Our school completed the **Maryland State Department of Education's School Inventory**. This is an online survey designed by MSDE to assist school's in determining the root cause factors related to achievement. This information provides school based feedback that narrows down areas of school improvement and helps guide the direction of our work. Our school will look more closely in to the categories where there were less than 70% of respondents who felt we were in the evolving or sustaining answer choice areas. As we develop leadership, core team, and grade level team agendas we will incorporate these as topics to consider as we monitor our data and evaluate our school improvement efforts. Based on our data, the following categories need to be considered as we structure our school improvement efforts:

Category	Preinitiation	Initiation	Evolving	Sustaining
Instruction	3.6	4.6	20.9	48.5
Organizational Structure/ Resources	2.9	2.3	20.4	47.2
Comprehensive / Effective Planning	1.4	1.7	15.6	49.0

Reading Needs Assessment

mClass Data – Montgomery Knolls

Kindergarten students must score at or above Text Level 4, with at least 90 percent accuracy, and answer correctly at least two out of three oral retell questions. Nearly 92% of Kindergarten students at Montgomery Knolls continue to meet the kindergarten reading benchmark. When comparing performance with the county's average, our Hispanic, White, and ESOL students performed slightly below the county's average.

Percentage of Kindergarten Test Takers Who Met the End-of-Year Reading Benchmarks (Level 4 or Higher) in 2006 to 2009 by Demographic Group				
Montgomery Knolls Elementary School				
Demographic Group	**% of Test Takers who Met Benchmark**			
	2007	**2008**	**2009**	**2010**
All Students	92.1	94	91.7	89.0

Percentage of Kindergarten Test Takers Who Met the End-of-Year Reading Benchmarks (Level 4 or Higher) in 2009 by Demographic Group Compared to MCPS			
Demographic Group	**% of Test Takers who Met Benchmark**		
	MKES	**MCPS**	**Difference**
All Students	89.0	91.7	- 2.7
African American	96.0	89.6	6.4
Asian American	100.0	96.7	3.3
Hispanic	81.0	83.9	- 2.9
White	93.0	96.1	- 3.1
ESOL	86.0	86.2	-0.2

Grade 1 students must read at or above Text Level 16, with at least 90 percent accuracy, and answer four out of five literal or interpretive oral comprehension questions. In 2010, 73%of first grade students met the reading benchmark. We experienced a decrease in performance from last year.   Overall the percentage of first graders meeting the end-of-year benchmark at MKES is 12.4% less than the county's performance.   When data is disaggregated by NCLB subgroups and compared to countywide average scores, Hispanic students demonstrate the largest difference in county performance.

Percentage of First Grade Test Takers Who Met the End-of-Year Reading Benchmarks in 2006 to 2010 by Demographic Group					
Montgomery Knolls Elementary School					
Demographic Group	**% of Test Takers who Met Benchmark**				
	2006	**2007**	**2008**	**2009**	**2010**
All Students	76.8	87.0	78.3	80.4	73.0

Percentage of First Grade Test Takers Who Met the End-of-Year Reading Benchmarks in 2010 by Demographic Group Compared to MCPS			
Demographic Group	**% of Test Takers who Met Benchmark**		
	MKES	**MCPS**	**Difference**
All Students	73.0	85.4	-12.4
African American	88.0	81.1	7.1
Asian American	86.0	93.6	- 7.6
Hispanic	88.0	73.4	14.6
White	95.0	91.3	3.7

Percentage of Second Grade Test Takers Who Met the End-of-Year Reading Benchmarks in 2006 to 2010 by Demographic Group					
Demographic Group	**% of Test Takers who Met Benchmark**				
	2006	**2007**	**2008**	**2009**	**2010**
All Students	82.1	71.1	73.7	71.9	61.0

Percentage of Second Grade Test Takers Who Met the End-of-Year Reading Benchmarks in 2010 by Demographic Group and Compared to MCPS			
Demographic Group	**% of Test Takers who Met Benchmark**		
	MKES	**MCPS**	**Difference**
All Students	61.0	72.9	- 11.9
African American	69.0	65.5	3.5
Asian American	74.0	81.2	- 7.2
Hispanic	63.0	59.0	4.0
White	84.0	82.2	1.8
ESOL	59.0	52.0	7.0

Grade 2 students must read at Text Level M or higher, with at least 90 percent accuracy, answer correctly at least four out five literal or interpretive oral comprehension questions, and score at least two out of a possible three points on each of two written response questions. When comparing year to year performance, we experienced a considerable decline in students meeting this benchmark in grade 2.

Compared to the county average, second graders at MKES demonstrated less than comparable performance. When data is disaggregated by NCLB subgroups and compared to countywide average scores, African American, Hispanic, and ESOL student's, outperformed the county's average.

Vertical articulation meetings were held to identify and discuss the strengths and needs of the reading instructional program and student achievement on reading assessments. MKES teams compiled the following information.

	Kindergarten	1st grade	2nd grade
Student Strengths Reading	- Identifying characters - Predictions - Making life connections to our lives - Distinguishing the difference between real and make believe - Identify elements of fairy tales with familiar stories - Comparing versions - Cause/Effect with prompts - Identify beginning, middle, and end	- Beginning/ending sounds - Contractions - Decoding - Identifying text features - Story elements - Reading HFW's - Reading and responding to informational text	- Before, during, after reading strategies - Oral comprehension (looking back at text) - Story elements - Character traits - Identifying text features and explaining how they helped - Using questioning strategies - Synonyms/Antonyms - Compound words - Contractions
Student Challenges Reading	- Describing setting (word choice) - Wonderful words (synonyms) - Identifying story elements with unfamiliar stories - Cause/Effect without prompts - Reading and pulling information from informational texts (text features, purpose for reading)	- Vowel sounds - Vocabulary (synonyms, multiple meaning words) - Conventions - Inferences - Test format/strategies - Editing skills - Written comprehension - Explaining text features - Main idea/details - Applying	- Poetry comprehension questions - Providing "E" (extensions in BCR's) - Determining lesson of story/poem - Identifying the main idea - Summarizing - Making inferences - Drawing conclusions - Choosing correct sentences with correct capitalizations and punctuations (book, song titles, holidays)

| | | | spelling patterns | |
| | | | • Spelling HFW's | |

Root Causes/Contributing Factors – Reading at MKES

The reading team reviewed data and reflected on what contributed to a percentage of students not meeting end of year reading benchmarks in grades one and two. The team especially noticed that ESOL students were not achieving the same rate of progress as MCPS students at each grade level. Teachers routinely provide 120 minutes of reading/language arts instruction using the literacy block model. At the beginning of each lesson teachers explicitly state the instructional foci and throughout lessons teachers check students' understanding of the instructional foci. Teachers use assessments to measure student mastery of curriculum standards and to guide instruction. We believe there needs to be fidelity of implementation in the assessment procedures, analysis, and the use of results to drive instruction.

Last school year teachers at MKES engaged in ongoing monitoring of student progress. Staff members reviewed interventions approximately every 6 weeks to see if students' instructional needs were being met. Teachers also met with reading coaches to review guided reading plans. We realize this may not have been frequent enough to ensure adequate progress.

Additionally, grade level team planning for reading included ESOL teachers, who taught similar reading strategies to ESOL students. As a result of current data, ESOL students (level 2 and 3) received consistent reading instruction using a plug in model to limit time out of the classroom and ensure instructional continuity.

Our resource teacher and speech language pathologist meet with teachers weekly to discuss strategies and modifications that can be carried out in reading. During these meetings specific individual student data is a focus of the instructional discussion. The resource teacher and speech language pathologist have also increased their plug-in time to be in the classroom more while also providing more specialized instruction in the area of reading and reading/written comprehension.

Performance on the TerraNova 2nd Edition declined from the previous school year. Staff members believe that students' performance declined because for the following reasons:

• Teachers missed opportunities to consistently offer extended periods of time for students to read lengthy passages. As a result, students did not have the stamina needed to read for sustained periods of time. Students struggled in their ability to analyze text and evaluate and extend the meaning of text.

• Although teachers instructed students on before, during, and after reading comprehension strategies, students did not systematically return to the text to analyze their reading and apply comprehension strategies.

Enrichment/Acceleration

Teachers are utilizing extended lessons from Jacob's ladder and the William & Mary program to enhance above level reading instruction. In grades K and 1 the new Elementary Integrated Curriculum provides resources to broaden reading experiences and acceleration options through the differentiated options. In addition, this is addressed in the K-5 Global Analysis Chart that describes efforts in both schools for this population. (See p.74 as well)

Findings – Reading at MKES

Based on their knowledge of reading pedagogy and strategies, the MKES reading team believes that modeling and demonstration are the best forms of teaching students. Therefore, we are increasing the use of these strategies. To improve student performance on written comprehension assessment items as well as oral comprehension, teachers should explicitly model comprehension strategies with greater emphasis on inferencing skills and using self-monitoring strategies.

In order to increase stamina for reading, use of extended passages will be implemented to increase the amount of independent reading time for students.   In addition, to increase students' ability to read for extended amounts of time there needs to be a variety of reading materials available.

MKES Reading Goals

1. Engage in professional development activities that build capacity of instructional staff to enhance students' ability to infer and use text support in oral and written responses
2. Build capacity of students' to respond to complex questions about text read.
3. Increase the amount of time students are engaged in independent reading.
4. Increase the collaboration between specialists and teachers to frequently communicate and share data based ideas to increase special needs, FARMS and ESOL student success with reading.

Pine Crest School Reading Analysis: MSA 2010

In 2010, the annual measurable objective (AMO) reading target was 81.2%. The overall aggregated MSA reading performance of Pine Crest students in grades 3, 4 and 5, identified that 87.1% of students were proficient/advance level in 2010, a decrease of .3% over 2009 but above the AMO target. White, Asian and African American students performed above the AMO target, Hispanic and Free and Reduced Meals Service (FARMS) students scored within the confidence interval. Limited English Proficiency (LEP) and Special Education did not achieve AYP. [All scores are reported in relation to the AMO target].

Grade Level Analysis

When the grade level MSA reading data for Pine Crest Elementary was disaggregated, 73.5% of students in Grade 3, 90.6% in Grade 4, and 93.2% in Grade 5 scored in the proficient/advanced level. In Grades 4 and 5, the number of students who scored proficient/advanced level decreased 3.2% and increased .6% respectively. In Grade 3, the number of students who scored proficient/advanced level increased by 6.9% points.

Racial/Ethnic Subgroups
In Grade 3, 4, and 5, the Asian and White racial/ethnic subgroups had the highest percentage of students achieving at the proficient/advanced level. In Grades 4 and 5, 100% of the White students achieved at the proficient/advanced level; a consistent performance from 2009. In Grade 4, 96.8% of Asian students achieved at the proficient/advanced level; an increase of 5.2% points. In Grade 5, 100% of Asian students achieved at the proficient/ advanced level; an increase of 5.9% points.

In Grades 3, 4, and 5, the lowest subgroups varied across grade levels. In Grade 3, Hispanics each were the lowest scoring subgroups with 67.5% achieving at the proficient/ advanced level. In Grade 4, Hispanic and African American students were the lowest scoring subgroup, with 82.9% at the proficient/ advanced level. In Grade 5, Hispanic students were the lowest scoring subgroup, with 87.5% at the proficient/ advanced level. These scores are reflective of 4.5% decrease in Grade 3, .9% increase in African American performance at Grade 4 and 5.5% increase in Hispanic students at Grades 5. It is important to note that scores for African American students at Grade 4 and Hispanic students at Grade 4 and 5 are above the AMO target.

In Grades 3, 4, 5, no scores were recorded for American Indians because less than 5% of the ethnic subgroup was tested.

Special Population Subgroups
Students qualifying for FARMS at Pine Crest Elementary have shown improvement at the proficient/advanced levels. In 2010, 75.3% of FARMS students scored in the proficient/ advanced range; an increase of .1 points. FARMS was the highest scoring special population subgroups overall.

In Grade 3, 60% of FARMS students achieved at the proficient/ advanced levels, a decrease of 11.6% points. In Grade 4, FARMS proficient/ advanced scores increased by 6.1% to

23

82.4%. In Grade 5, FARMS students achieving proficient/ advanced level increased by 5.7% to 84.5% points in 2010.

Students receiving special education services decreased from 66.7% in 2009 to 53.8% in 2010. In Grade 3 and 4, 33.3% of the special education students achieved at the proficient/ advanced levels showing a decrease of 16.7% at both grade levels. In Grade 5, 70% of students achieved at the proficient/ advanced levels, showing a 20% increase in percentage points.

It is important to note that five student identified as special education took the MOD MSA for the first time in 2010.

LEP student's achievement levels varied across grade levels. 39% of Grade 3 LEP students achieved at the proficient/ advanced levels, a decrease of 24% points. In Grade 4, 58.3% of the LEP students at the proficient/ advanced levels, representing a decrease of 21%. In Grade 5, 75% of LEP students achieved at the proficient/ advanced levels, an increase of 11.9% points.

It is important to note that nine students in the LEP were exempt from reading section of the 2010 MSA due to their international/beginner status but took 20 minutes of the math assessment which yielded a Basic score. Four students were in third grade, 2 students were in fourth grade and 2 students were in fifth grade]. These students were also all identified in the FARMS cell.

Pine Crest Elementary
Reading Performance Results 2003-2008 (Percent Proficient/Advanced)

	AMO Targets						
	2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
Reading	46.3	57.8	62.5	67.2	71.8	76.5	81.2

Pine Crest Elementary
Performance Results 2009-2010 (Percent Proficient/Advanced)
Reading Grade Level Analysis

	2010 Reading/ Gr. 3	2009 Reading/ Gr. 3	Change 09 to 10	2010 Reading/ Gr. 4	2009 Reading/ Gr. 4	Change 09 to 10	2010 Reading/ Gr. 5	2009 Reading/ Gr. 5	Change 09 to 10
All Students	71.6	80.4	*-8.8*	88.7	88.6	*.1*	80.3	90.5	*-10.2*
African American	68.7	72.0	*-3.3*	82.9	82.2	*.7*	88.9	84.2	*4.7*
Asian American	81.2	86.4	*-5.2*	96.8	91.6	*5.2*	100	94.1	*-5.9*
Hispanic	67.5	71.9	*-4.4*	82.9	83.8	*-.9*	87.5	81.5	*6*
White	92.9	100	*-7.1*	100	97.7	*-2.3*	100	100	*0*
SPED	33.3	50	*-16.7*	33.3	77.7	*-16.7*	70	50	*20*
LEP	39.1	76.7	*-37.6*	58.3	79.3	*-21*	75	63.1	*11.9*
FARMS	60	71.6	*-11.6*	82.4	76.3	*6.1*	84.5	78.8	*5.7*

AYP not achieved in Special Education and LEP for Reading

Analysis of Mathematics Data

Montgomery Knolls Math Unit Assessment:

Name of the Strand	Grades		
	K	**1st**	**2nd**
Algebraic Patterns and Functions	90%	67%	65%
Geometry	77%	92%	87%
Measurements	94%	87%	82%
Statistics	93%	96%	74%
Probability	N/A	N/A	N/A
Number Relationship	92%	87%	78%

Sub Group Break Down – Grade K				
Name of the Strand	Asians	African American	Hispanics	Whites
Algebraic Patterns and Functions	95%	87%	86%	96%
Geometry	79%	73%	76%	83%
Measurements	95%	96%	91%	97%
Statistics	93%	88%	93%	99%
Probability	N/A	N/A	N/A	N/A
Number Relationship	92%	92%	92%	92%

Sub Group Break Down – Grade 1				
Name of the Strand	Asians	African American	Hispanics	Whites
Algebraic Patterns and Functions	66%	66%	60%	75%
Geometry	92%	91%	88%	95%
Measurements	86%	85%	85%	92%
Statistics	97%	96%	95%	96%
Probability	N/A	N/A	N/A	N/A
Number Relationship	88%	86%	84%	91%

Sub Group Break Down – Grade 2				
Name of the Strand	Asians	African American	Hispanics	Whites
Algebraic Patterns and Functions	69%	60%	59%	77%
Geometry	91%	86%	86%	89%
Measurements	86%	84%	75%	90%
Statistics	82%	72%	71%	75%
Probability	N/A	N/A	N/A	N/A
Number Relationship	83%	78%	73%	82%

Kindergarten students demonstrated the most uniform performance across math strands and across subgroups. First grade students demonstrated their highest performance in statistics and showed their lowest performance in algebraic patterns and functions. Second graders demonstrated their highest performance in geometry and their lowest performance in algebraic patterns and functions. When analyzing the unit assessment data, it clearly shows that MKES students demonstrated strengths in statistics and measurement strands. Our needs as a school were the algebraic patterns and functions strands.

As a school, we also had vertical conversations to drill down and discuss why the number of our students who were proficient were so high in Kindergarten and then the percentage of proficient students dropped as they transitioned from first to second grade. What we discovered was that there was a difference in the way that the assessments were administered from grade level to grade level. Also, teachers had different expectations as they scored the assessments which lead to inconsistent scoring practices. We also felt that our students were not internalizing the content they were taught and not applying what they already knew as they progressed through the grade levels. As a result, we are focusing on responding to math questions using pictures, numbers and or words. Opened-ended questions are presented daily in classrooms, which gives students an opportunity to explain and show their thinking in various ways as well as focus on their number sense and problem solving skills. Grade levels will also use a rubric which will be discussed at all grade level meetings so that all of the scoring is based on the same criteria. Teachers will also give a "review assessment" during the mid-point of every quarter, to determine how much of the content is being retained and applied by students. Classroom teachers will also give number sense assessments quarterly and will discuss the data/results at their quarterly data chats in order to determine interventions and next steps.

Vertical articulation meetings were held to identify and discuss the strengths and needs of the math instructional program and student achievement on the math unit assessments. MKES teams compiled the following information.

	Kindergarten	1st grade	2nd grade
Student Strengths- Math	Patterns(distinguishing ,creating) Sorting Graphing(reading, creating, asking/answering simple questions) Counting 1-31, matching sets 0-10 Creating/identifying sets of more, less, and equal Rote skip counting (2s,5s,10s) Recognize sets of odd and even and explaining why Ordinal numbers ($1^{st}-10^{th}$) Identifying and describing 2D and 3D shapes/attributes Describing when events happened and will happen Measuring w/ nonstandard units and estimating Telling time to the hour Identifying value of coins	Ordinal numbers Patterns Plane/solid shapes Symmetry Temperature Analyzing a graph/reading graphs Measurement Coin identification Time (hour/1/2 hour) Comparing number relationships (<, =, >,)	Place value Even/Odd Using base-ten models to represent numbers Identify and classify plane/solid shapes Identify the line of symmetry Creating math story problems Basic Facts Addition with regrouping Fractions of a whole or a set Identifying measuring tools Using a thermometer
Student Challenges- Math	Extending patterns Translating patterns through actions, words, objects Explaining now sets are M. L. E. Place value (representing values) Skip counting with application Capacity Drawing shapes on dots Estimating in inches Measuring with a ruler Telling time to (half-hour, quarter) Number reversals when writing Counting sets of mixed coins	Explaining thinking w/ words, numbers) Odd/Even Place value Test taking strategies Comparing data when using a graph Counting/creating sets of coins	Patterns (Numerical) Organizing data in different ways Vocabulary Identifying symmetrical Shapes with concrete materials and drawings Missing number equations

TerraNova 2nd Edition

Students performed strongest in math computation with 67.2% of students scoring at or above the 50th NCE, respectively. 68.1% of students scored at or above the 50th NCE on the mathematics subtest.

2010 MSA

As we examine the **Montgomery Knolls** overall data from **MSA math,** 72.4% of Grade 3 students enrolled at MKES between September 30 and the March testing date were proficient in 2010, a decrease of 12.0% over 2009. The Asian (85.7) and White (92.3) subgroups met the 2010 Annual Measurable Objective (AMO) of 80.9%; they scored above the AMO. Students in the African American subgroup (66.7% proficient) and students in the Hispanic subgroup (63.6% proficient) made AYP with the confidence interval. The three subgroups that did not meet the AYP are students in the Special Education subgroup (25.0% proficient), students in the Free/Reduced Meals subgroup (58.8% proficient), and students in the Limited English Proficiency subgroup (51.9% proficient).

Root Causes/Contributing Factors – Mathematics at MKES

The mathematics team reviewed data and instructional practices from the 2009-2010 school year. In this review it was discovered that most classroom discussions related to math were teacher-centered and not student-centered. Such discussions limit students' ability to internalize thinking, extend their knowledge, and apply various strategies. The team believes that this may have led to a decline in performance on the mathematics subtest for the TerraNova 2nd Edition.

Offering opportunities for students to learn, practice, and memorize basic facts has resulted in comparable performance on the mathematics computation section of the TerraNova 2nd Edition. In addition to the MCPS curriculum, Montgomery Knolls has maintained a schoolwide basic facts program. Using Mad Minutes and helping facts has increased students ability to quickly respond to basic mathematical operations.

Finally, the mathematics team recognizes that there has been inconsistency in teaching strategies for problem solving. The team would like for students to develop their own strategies for solving problems. To address this issue, the team has identified key professional development opportunities for teachers to observe strategies.

Enrichment / Acceleration

- Each grade level is writing Academic Enhancement Plans (AEP) to accelerate their students
- Grade level teams use challenge items, common formatives and unit assessments in order to monitor students.
- We are using high expectations through the use of the county curriculum guides, flexible groupings, and accelerated resources in order for all students to be proficient or advanced.
- The Math Content Coach meets with a group of grade 2 cusp students
- The Math Content Coach meets with a group of grade 2 students who are working on grade 3 indicators based on need for acceleration

Findings – Mathematics at MKES

Teachers and staff strongly believe that effective problem solving skills will lead to more independent thinking and improved performance on state and local assessments. While knowledge of math content is vital to success in mathematics, knowing how to apply mathematical processes is essential in developing problem solving and reasoning skills.

Montgomery Knolls' instructional staff is responsible for building a solid foundation in mathematics for students by empowering students to reach deep levels of understanding of mathematical concepts and processes. Solid understanding of processes requires dedication to increased student-centered mathematics discourse, the use of rich mathematics vocabulary, and the application of multiple problem solving strategies in the classroom.

Based on math pedagogy and school data, the math team determined that problem solving and math discourse were areas of need for school improvement. The team realized that in order for students to perform problem-solving and life application in mathematics, students must have a math-rich vocabulary and a toolkit of problem solving strategies to apply. As a result, Origo Math and the Drexel Math Forum will be implemented in all classrooms as a math intervention to promote the use problem solving and computational strategies. Teachers will also implement daily "Thinking Questions", which are open-ended mathematical questions to build students' capacity to explain their mathematical thinking through pictures, numbers, and words.

MKES Mathematics Goals
1. Build content and background knowledge for students whose formative data suggests that they may not reach proficient on assessments
2. Conduct peer visits and walk-throughs focusing on discourse, equitable practices, differentiation, and vocabulary.
3. Offer increased opportunities for independent thinking among students.

Pine Crest School Math Analysis: MSA 2010

In 2010, the annual measurable objective (AMO) math target was 79.4%. The overall aggregated MSA reading performance of Pine Crest students in grades 3, 4 and 5, identified that 82% of students were proficient/advance level in 2010, an increase of 1.4% over 2009 and above the AMO target. White and Asian students performed above the AMO target, Hispanic and African American students scored within the confidence interval. FARMS, LEP and Special Education not achieve AYP. [All scores are reported in relation to the AMO target].

Grade Level Analysis
When the grade level MSA math data for Pine Crest Elementary was disaggregated, 71.6% of students in Grade 3, 88.7% of students in Grade 4, and 80.3% of students in Grade 5 scored at the proficient/ advanced levels. From 2009 to 2010, the number of Grade 4 students who scored proficient/ advanced increased 2.9%. In Grade 3 and 5, there was a 14% and 3.3% respective decrease in the number of students scored at the proficient/ advanced level from 2009 to 2010.

Racial/Ethnic Subgroups
In Grades 3, 4, and 5, the Asian and White racial/ethnic subgroups had the highest percentage of students achieving at the proficient/ advanced levels. In Grade 3, 92.9% of the White students, a decrease of 1.5% points achieved proficient/ advanced levels. 87.5% of the Asian students achieved at the proficient/ advanced levels, a decrease of 8% points. In Grade 4, 97.1% of the White and 100% of the Asian students scored at the proficient/ advanced levels representing maintenance of effort for the Asian subgroup and a decrease of 2.4% of students in the White cell. In Grade 5, 97.6% of the White students scored at the proficient/ advanced levels, a decrease of .1%. 92.9% of the Asian students scored at the proficient/ advanced level, an increase of 9.6% points over 2009.

In Grade 3, the Hispanic subgroup was the lowest performing subgroup with 62.5% of students scoring at the proficient/ advanced levels. This was a 19.3% decrease from 2009 to 2010. In Grade 4, the African American subgroup was the lowest performing subgroup with 80% of students scoring at the proficient/ advanced levels, which represent a 2.3% decrease. In Grade 5, the Hispanic subgroup was the lowest performing subgroup with 63.6% of students scoring at the proficient/ advanced levels, which represents a 3% point decrease.

In Grades 3, 4, and 5, no scores were recorded for American Indians because less than 5% of the ethnic subgroup was tested.

Special Population Subgroups
Although all special populations showed a decrease in performance from 2009 to 2010, students in the FARMS cell show the smallest decrease of 7% of students scoring at the proficient/advance level of performance.

> In Grade 3, 56.7% of FARMS students scored at the proficient/advanced levels, a decrease of 22% points. In Grade 4, FARMS 78.6% of FARMS students scored at the proficient/advanced levels an increase of 5.4% points. In Grade 5, 62.1% of FARMS students scored at the proficient/advanced levels, a decrease of 3.9 in 2010. [See LEP note below].

Students receiving LEP scores showed the variable performance across subgroups. In Grade 3, 34.8% of LEP students scored at the proficient/advanced levels which represent a decrease of 49.3% points from 2009. In Grade 4, 16.7% of LEP students scored at the proficient/advanced levels which represent a decrease of 50% points from 2009. In Grade 5, 60% of LEP students scored at the proficient/advanced levels, an increase of 37.8% from 2009. The growth of students at Grade Five is also the biggest overall growth in any cell across both reading and math.

> It is important to note that nine students in the LEP were exempt from reading section of the 2010 MSA due to their international/beginner status but took 20 minutes of the math assessment which yielded a Basic score. Four students were in third grade, 2 students were in fourth grade and 2 students were in fifth grade]. These students were also all identified in the FARMS cell.

Students receiving special education services were the lowest performing special population subgroup holistically with a 16% point decrease holistically. In Grade 3, 16.7% of special education students scored at the proficient/advanced levels representing a 33.3% decrease in performance. In Grade 4, 16.7% of special education students scored at the proficient/advanced levels representing a 50% decrease. In Grade 5, 60% of special education students scored at the proficient/advanced levels representing a 37.8% increase. Special Education students in Grade Five showed the highest growth of any grade level cell on the MSA.

> It is important to note that four student identified as special education took the MOD MSA for the first time in 2010. Analysis of performance showed difficulty with the math section of the MOD MSA in comparison to reading.

Pine Crest Elementary
Math Performance Results 2003-2008 (Percent Proficient/Advanced)

	AMO Targets						
	2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
Math	44.1	53.6	58.8	63.9	69.1	74.2	79.4

Pine Crest Elementary
Performance Results 2009-2010 (Percent Proficient/Advanced)
Math Grade Level Analysis

	2010 Math/ Gr. 3	2009 Math/ Gr. 3	**Change 09 to 10**	2010 Math/ Gr. 4	2009 Math/ Gr. 4	**Change 09 to 10**	2010 Math/ Gr. 5	2009 Math/ Gr. 5	**Change 09 to 10**
All Students	71.6	84.6	**-14**	88.7	85.8	**2.9**	80.3	83.6	**-3.3**
African American	65.6	72.0	**-6.4**	80.0	77.7	**-2.3**	66.7	79	**-12.3**
Asian American	87.5	95.5	**-8**	100	100	**0**	92.9	83.3	**9.6**
Hispanic	62.5	81.8	**-19.3**	83.9	72.7	**-11.7**	63.6	66.6	**-3**
White	92.9	94.4	**-1.5**	97.1	100	**-24**	97.6	97.7	**-.1**
SPED	16.7	50.0	**-33.3**	16.7	66.7	**-50**	60	22.2	**37.8**
LEP	34.8	84.1	**-49.3**	57.1	71	**-13.9**	50	50	**0**
FARMS	56.7	78.7	**-22**	78.6	73.2	**5.4**	62.1	66	**-3.9**

AYP not achieved in Special Education, LEP, and FARMS for Math

Global Analysis of Student Performance K – 5

Here's What	So What	Now What
Holistic View		
Reading: Scores have shown over 43.3% growth from the 2003 baseline data for all students. **Math:** Scores have shown over 40.6% growth from the 2003 baseline data for all students.	Pine Crest has engaged strategic monitoring and intervention support since 2006.	Continued accurate understanding of where students are academically through myMCPS and the AYP Analyzer
Reading: Upward shift in reading performance as noted in the TN2 (MKES) and grade level analysis of performance for students in grade 4 and 5 in the proficient/advanced range.	Increased exposure to accelerated and enriched instruction (William and Mary, Junior Great Books)	Increased exposure and access for students not previously identified for accelerated instruction though increased expectations.
Reading: Varying student performance on standardized and non-standardized assessment (TN2/ MSA; mClass/MAP-R; classroom performance; running records)	Providing second dose programs for students identified as below benchmark. Requiring all students below the established MCPS MAP-R benchmark to complete a running record using the Fountas and Pinnell kits. 　　　Grade 3/ 184 　　　Grade 4/ 189 　　　Grade 5/ 200 **it is important to note that these scores are below the fall mean scores for MAP-R	Share data vertically with MKES to show disconnect and look for root cause(s) Quarterly monitoring through Academic Intervention Position monitoring tool.

Here's What	So What	Now What
Holistic View		
Math: Increase percentage of students' grade 3 – 5 participating in accelerated math (defined as one whole year or more of current grade placement).	Refined math placement/articulation data sheets to increase access and availability.	MKES implemented a Math 3 class at second grade for 2010-2011 to shift acceleration of the home school populations forward. (Decrease in acceleration noted for 2010). Began looking at "math class" verses "grade level" when assigning students Continue projective placement for students based on multiple assessment formats.
Racial Performance		
Reading/ Math Student growth is noted as follows from 2003-2010. *Reading:* African American: 10.4% Asian: 29.3% Hispanic: 15.9% White: 14.5% *Math:* African American: 23.5% Asian: 27.5% Hispanic: 24.4% White: 10.7%	Hispanic and African American students were the identified target for support in reading for 2009-2010. Note: Asian and White students are typically performing above the AMO target.	Continue and expand achievement initiatives' outlined in corresponding action plans. Identify students in the "triple/ quadruple dip" category (i.e. Hispanic, FARMS, LEP and Special Education).

Here's What	So What	Now What
Special Populations		
Reading/ Math Special populations is noted as follows from 2003-2010. *Reading:* FARMS: 31.4% Special Education: 13.8% LEP: 37.3% *Math:* FARMS: 16.9% Special Education: 17.3% LEP: 15%	PCES has added an ESOL walk throughs to monitor the fidelity of the ESOL curriculum implementation while balancing the MCPS cross curriculum connections. Additionally, PCES has added a co-taught ESOL math class at all grade levels.	Continue to provide students with a mixture of both curriculums Re-examine students "years in ESOL" to begin to investigate reasons for lack of performance
Reading/ Math: The special population's cells of Special Education and LEP show the most variability in performance.	Student performance is impacted by level of service needed, fluctuating mobility, and increasing cell size.	Increased alignment of the master schedule with student service minutes; increased empowerment for student advocacy for recognized accommodations; increased access to approved intervention programs

Non-Academic Information

Gifted and Talented
All MCPS Grade 2 students are screened for gifted and talented in the second semester. Students in Grades 3 -5 who are new to MCPS or who have been recommended for re-screening are screened during the first semester of each year. The data is used to provide appropriate differentiated instruction.

Montgomery Knolls

Students identified as gifted and talented at Montgomery Knolls Elementary, have shown a steady increase from 2004 to 2010. The percentage of Montgomery Knolls Elementary students identified as gifted and talented has exceeded the Montgomery County average by 12%. As a result, differentiated instruction and the use of equitable practices will continue to be the focus of the school action plans.

2004-2010 **Students Identified as Gifted and Talented**						
School Year	04-05	05-06	06-07	07-08	08-09	09-10
All Students: MKES School	32.7	39.2	53.0	48.4	51.7	48.0
All Students: MCPS County	33.8	39.6	39.4	40.3	38.4	36.0

<u>Montgomery Knolls – Behavior Referral Analysis</u>

Analysis
As with every school, Montgomery Knolls has students who sometimes struggle to meet and follow-through with school-wide rules and expectations. Through the implementation of rewards and consequences, many students are able to adjust their behavior; however, some students continue the pattern of inappropriate behavior. When there is a pattern of inappropriate behavior, a behavioral referral is completed and the situation is dealt with in collaboration with the teacher and school administrators.

Behavior referrals and administrative actions are shared with all relevant staff – communication with all stakeholders is the key. Information is recorded each time a student is sent to the office for consistent inappropriate behavior. Data are collected daily and placed in an electronic database that is organized by grade level; period of time, teacher, and location of infraction are also noted. The Instructional Support Team members analyze the trends and review this information with the leadership and grade level teams. The trends are used to guide the staff in making key decisions about effective programming that affects student behavior in a positive direction.

Grade Level Analysis
During the 2009-2010 school year we had 48 referrals, which was an increase of 14 from the previous year. *In the previous school year 33 students were referred to the office.

	# of referrals by quarter 2009-2010
Quarter 1	15
Quarter 2	10
Quarter 3	11
Quarter 4	12
TOTAL	48

Grade	# of referrals 2008-2009	# of referrals 2009-2010	Change
Prekindergarten/Head Start	0	1	-1
Kindergarten	3	11	+8
First	23	2	-21
Second	7	34	+27
Total	33	48	+15

Grade	# of students w/3 or more office referrals 2008-2009	# of students w/3 or more office referrals 2009-2010	Change
Prekindergarten/Head Start	0	0	0
Kindergarten	0	1	+1
First	2	0	-2
Second	0	5	+5
Total	2	6	+4

Contributing Factors
When looking at the data for both years, you can see the following: 46 out of the 48 referrals were boys. 38 of those referrals came from our African American and Hispanic boys. 40 of the referrals were due to incidences that occurred in the classroom or on the bus. 27 of the 48 referrals occurred in the afternoon and 21 of the referrals occurred in the morning. It should also be noted that in

2008-2009 two students were responsible for 17 out of 23 referrals, and in 2009-2010 five students were responsible for 30 out of 35 referrals.

Goals

As a result of this data, we focused more attention on forming relationships with these students and their families, as well as implementing a culturally responsive instruction. In several cases we utilized the boys to help each other in order to form more collaborative relationships. We revised our procedures for outside play incorporating more cooperative games and had staff include more hands-on activities and cooperative learning strategies in the classroom. Additionally, we identified assigned seats for specific students to sit on the bus. We will continue to monitor sensitive areas: the cafeteria, the playground and the buses.

During the 2010-2011 school year we will be implementing a revised counseling program and a mentoring program. A counseling survey was administered to the staff at the end of the school year and as a result revisions were made to our counseling program. The counselor will continue to implement best practices from the Association of School Counselors Association (ASCA). For the first month of school the counselor routinely visits every classroom presenting information on friendship, following directions and school rules, being cooperative and being good citizens. However, rather than implementing what is prescribed, this year we are focusing on what is needed based on student data. We have added lessons that focus on collaboration and working together as a team. Montgomery Knolls will also be piloting a Mentoring Program. Based on last year's behavior and academic data, 15 second graders have been identified to participate in the program. The students will be divided up into three teams and work with a staff member who will be their mentor. The student groups will meet once a week during their lunch period and focus on the following skills: getting to know one another; collaborating on group projects; communication; and problem solving. The students will also engage in group projects and their parents will have an opportunity to participate too.

The MKES parent community coordinator will also continue to facilitate a program entitled "Caught You Being Good" where students are presented with a certificate if they are caught following the school rules and being good citizens. Student names are also placed on a school wide bulletin board. At the end of the year the students are recognized and receive a ribbon for their outstanding behavior. We are hoping to see a decrease in our overall school referrals.

Faculty and Staff Focus

The Offices of Human Resources and Staff Development in consultation with Division of Title I Programs worked to complete this section and provided copies to all Title I schools to include in the SIP. The form will focus on the countywide strategies and tasks for attracting highly qualified teachers to Title I schools.

Highly Qualified Teachers Plan for Montgomery County Public Schools   **Date:** 2010-2011
Montgomery Knolls Elementary School
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 and Development	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 and Development	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 and Development	November-April	Monthly; November-April
4. Monitor voluntary and involuntary transfers, substitute teachers and instructional assistant coverage for employee absences	Office of Human Resources and Development	April-June	April-June
5. Provide consulting teachers to each first-year teacher as part of a comprehensive teacher induction program.	Office of Human Resources and Development	August-June	January and June

Tasks	Office(s) Responsible	Time Line	Task Review Dates
6. Assign a staff development teacher to all schools to ensure that staff members are supported in job-embedded professional development linked to the school improvement process.	Office of Human Resources and Development	August-June	January and June
7. Provide training to school teams on effective practices for coaching and supporting colleagues	Office of Human Resources and 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 Human Resources and Development, Department of Curriculum and Instruction	October-April	January-May
9. Provide best practices training for gifted and talented teachers	Office of Human Resources and Development, Enriched and Innovative Instruction, Academic Support-Federal and State Programs	August - May	September, November, January, and March
10. Assign a Consulting Teacher to support new teachers and underperforming teachers.	Principal, Staff Development Teacher, Office of Organizational Development	August - May	September, November, January, and March
11. Establish a professional learning community in which teachers participate in reflective practices, such as walk-throughs and peer observations.	Principal, Staff Development Teacher, Reading Specialist, and Math Content Coach	August - May	September, November, January, and March
12. One on One staff development with SDT and academic focus teachers based on need in order to customize building capacity.	Staff Development Teacher, Reading Specialist, and Math Content Coach, and Focus Teachers	August- May	As needed

Montgomery Knolls Elementary School

Staff Development for <u>Writing</u> in Response to Reading Action Plan

Goal 1: 70% of student subgroups will score at the advanced level (3) as measured by the BCR scoring rubric

Action steps/objectives/ processes	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring Date	Results (include evaluation of processes for effectiveness and efficiency)
1. To provide BCR trainings for teachers on the following: • Scoring BCRs • Analyzing BCRs • Strategies to help students respond to BCRs Trainings will be differentiated so that teachers can select the most appropriate based on need.	▪ Reading Specialist ▪ Grade level teams ▪ Staff development teacher ▪ ESOL teacher ▪ Paraeducators ▪ Resource teacher ▪ Focus teacher Speech teacher	▪ Chart "BCR words" (explain, identify, etc.) ▪ Chart/Prompts for BCR Words ▪ Reading BCR Rubric Capture Sheet	▪ BCR scoring grids ▪ Student BCR Samples ▪ Quarterly – Review BCR data (Data Chats) ▪ Evaluations ▪ Exit Cards ▪ Focused Peer Observations ▪ Vertical Meeting agendas Team agendas and notes	▪ September 2010 – May 2011	

Action steps/objectives/ processes	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring Date	Results (include evaluation of processes for effectiveness and efficiency)
2. To provide training for teachers on how to provide effective feedback to students.	• Reading specialist • Grade level teams • Staff development teacher • ESOL teacher • Paraeducators • Resource teacher • Focus teacher • Speech teacher	• Evaluations • Agendas • Capture Sheet • Exit Cards • Reflection Sheets	• Vertical Meetings • Team Meetings • Walkthroughs • Peer Coaching • Focused Peer Observations • Evaluations • Exit Cards • Agenda/Notes from Team Meetings	• On-going • October 2010 – May 2011	
3. To provide staff development for all teachers, no matter what content area, through a variety of forums (team meetings, staff meetings, vertical meetings, etc.) to build their capacity to teach ELL, Special Ed, Hispanic, and African Americans	• Reading specialist • Grade level teams • Staff development teacher • ESOL teacher • Paraeducators • Resource teacher • Focus teacher • Math Content Coach • Speech teacher	• Vertical Meetings • Staff Meetings • Team Meetings • Walkthroughs • Focused Peer Observations • Evaluations • Agendas • Exit Cards • Agenda/Notes from Team Meetings	• Evaluations • Agendas • Exit Cards • Reflection Sheets • Capture Sheets	• On-going September 2010 – May 2011	

Action steps/objectives/ processes	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring Date	Results (include evaluation of processes for effectiveness and efficiency)
4. To provide trainings for teachers on using a variety of graphic organizers to meet the needs of ESOL, Hispanic, African American and Special Needs Students.	- Math Content Coach - Staff development teacher - Reading Specialist - Focus teacher - Resource teacher - ESOL teacher - Speech teacher	- Agenda - Evaluations - Exit Cards - Reflection Sheets - Lesson Plans - Student work samples	- Student work Samples - Evaluations - Exit Cards - Vertical Meetings - Staff Meetings - Agenda/Notes from Team Meetings - Lesson Plans - Observations	Ongoing October 2010 – May 2011	

Montgomery Knolls Elementary School

Goal 2: 85% of student subgroups will perform at the advanced and proficient levels on the MCPS Targets.

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
1. To provide training on use of the OriGo Math program and Drexel Math Forum as an intervention in order to increase student's computation, number sense, and problem solving skills.	▪ Math Content Coach ▪ Classroom Teachers ▪ ESOL Teacher ▪ Resource Teacher ▪ Focus Teachers ▪ Arts Team	▪ Agenda ▪ Evaluations ▪ Drexel Math Forum ▪ OriGo Math Materials	▪ Agenda ▪ Evaluations ▪ Lesson Plans ▪ Vertical Meetings ▪ Planning Sheets	▪ On-going September 2010 – May 2011	
2. Provide training on cooperative learning strategies.	▪ Math Content Coach ▪ Reading Specialist ▪ Grade level teams ▪ SDT ▪ ESOL Teacher ▪ Paraeducators ▪ Resource Teacher ▪ Focus Teachers	▪ Agendas ▪ Evaluations ▪ Reflection Sheets ▪ Exit Cards ▪ Lesson Plans	▪ Vertical Meetings ▪ Staff Meetings ▪ Observations ▪ Evaluations ▪ Exit Cards ▪ Agendas ▪ Focused Peer Visits ▪ Walkthroughs ▪ Lesson Plans	▪ Ongoing October 2010 – May 2011	
3. To build teachers capacity to teach ELL, FARMS Special Ed, Hispanic, and African American students. Staff and Vertical meetings will focus on culturally responsive instruction and will reinforce equitable classroom practices.	▪ Math Content Coach ▪ Reading Specialist ▪ Grade level teams ▪ SDT ▪ ESOL Teacher ▪ Paraeducators ▪ Resource Teacher ▪ Focus Teachers ▪ Speech Teacher	▪ Agendas ▪ Evaluations ▪ Team Planning Notes ▪ Reflection Notes	▪ Agendas ▪ Evaluations ▪ Reflection Sheets ▪ Exit Cards ▪ Student Assessments	▪ September 2010 – May 2011	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
4. Staff will plan and implement peer visits and walk-throughs during the math block. There will be two ½ day walk-throughs. One in the fall and one in the spring. The focus for the walk-throughs will be on "Grow Areas" identified in 2010.	▪ Math Content Coach ▪ Classroom Teachers ▪ SDT ▪ ESOL Teachers	▪ Walk Through Capture Sheets ▪ Walk Through Training Notes ▪ Instructional Guides ▪ "Classroom Discussions" ▪ Notes from 2010 Walkthrough	▪ Discourse (teacher to student/student to student/student to teacher) ▪ Lesson delivery ▪ Meeting agendas ▪ Walk Through Planning Session Notes and Capture Sheets ▪ Reflection Notes	▪ November 2010 ▪ March 2011	
5. Kindergarten, First Grade Teachers, and the Arts Team will receive on-going training on using the Integrated Curriculum via Webinar with follow-up provided by Reading Specialist, MCC, SDT.	▪ Reading Specialist ▪ SDT ▪ MCC ▪ ESOL Teachers ▪ Classroom Teachers ▪ Arts Team	▪ Teacher Log ▪ Survey ▪ Agendas ▪ Resources on MyMCPS ▪ Internet	▪ Teacher Log ▪ Lesson Plans ▪ Team Agenda/Notes	▪ Ongoing August 2010 – June 2011	

Montgomery Knolls Elementary School

Staff Development for <u>Reading</u> Action Plan

Goal 3: 83.0% of all student subgroups will meet or exceed the K – 2 MCPS Reading Benchmarks that address the MCPS Milestones and the 7 Keys.

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
1. To provide staff development for teachers that address inferencing and its subskills.	▪ Reading Specialist ▪ SDT ▪ Focus Teachers ▪ Classroom Teachers ▪ Instructional Support Team ▪ ESOL Teachers	▪ Agenda ▪ Team Planning Notes ▪ Evaluation ▪ Lesson Plans ▪ Training plan	▪ Team agenda notes ▪ Lesson plans ▪ Classroom Observations ▪ Training plan	▪ On-going September 2010 – May 2011	
2. Kindergarten, First Grade Teachers, and the Arts Team will receive on-going training on using the Integrated Curriculum via Webinar with follow-up provided by Reading Specialist, MCC, SDT.	▪ Reading Specialist ▪ SDT ▪ MCC ▪ ESOL Teachers ▪ Classroom Teachers ▪ Arts Team	▪ Teacher Log ▪ Survey ▪ Agendas ▪ Resources on MyMCPS ▪ Internet	▪ Teacher Log ▪ Lesson Plans ▪ Team Agenda/Notes	▪ Ongoing August 2010 – June 2011	
3. To provide staff development for all teachers, no matter what content area, on how to analyze student data and determine next steps for instruction. Staff development will occur through a variety of forums (team meetings, staff meetings, vertical meetings, Monday meetings).	▪ Reading Specialist ▪ SDT ▪ Classroom Teachers ▪ Resource Teacher ▪ ESOL Teachers ▪ Speech Teacher	▪ Student data ▪ Agenda ▪ Evaluations	▪ Team Meeting Notes ▪ Monday Meetings ▪ Quarterly Data Chats ▪ Running Record Data ▪ Staff Meetings ▪ Vertical Meetings ▪ Evaluations ▪ Agendas	▪ September 2010 – May 2011	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
4. Staff will participate in peer visits, walk-throughs, and view videos of best practices for targeted groups (ELL's, FARMS, Spec. ED, Hispanic) The IST will determine teachers to be videotaped; this will be from data. The focus for the walk-throughs will be on "Grow Areas" identified in 2010.	▪ Reading Specialist ▪ Classroom Teachers ▪ SDT ▪ IST ▪ ESOL Teachers ▪ Resource Teacher ▪ Speech Teacher ▪ MCC ▪ Focus Teachers	▪ Capture Sheets ▪ Schedules ▪ Guidelines for Peer Visiting and Walkthroughs ▪ Video Camera/Video Tapes ▪ SD Coverage	▪ Peer Visit/Walkthrough Schedules ▪ IST Notes ▪ Reflection Capture Sheet ▪ Capture Sheets ▪ Meeting/Planning Agendas and Notes	▪ October 2010 – May 2011	
5. To build teachers' capacity to teach ELL, FARMS Special Ed, Hispanic, and African American students. Staff and Vertical meetings will focus on culturally responsive instruction and will reinforce equitable classroom practices.	▪ MCC ▪ Reading Specialist ▪ Grade level teams ▪ SDT ▪ ESOL Teachers ▪ Paraeducators ▪ Resource Teacher ▪ Focus Teacher ▪ Speech Teacher	▪ Text on Culturally Responsive Instructional Strategies ▪ Websites that focus on CRT ▪ Student Data ▪ List of Multicultural Texts ▪ Texts across content areas	▪ Agendas ▪ Evaluations ▪ Team Planning Notes ▪ Reflection Notes	▪ September 2010 – May 2011	

46

Strategic Planning

Reading Action Plans (K-5)

Montgomery Knolls Elementary School

Goal 1: 83.0% of all student subgroups will meet or exceed the K – 2 MCPS Reading Benchmarks that address the MCPS Milestones and the 7 Keys.

Montgomery Knolls Elementary School will meet the Maryland State Assessment 2011 Annual Measurable Objectives: 83.6% (within the confidence interval) of all Grade 3 students who attended Grade 2 at Montgomery Knolls E.S. and of the 8 subgroups represented at our school will demonstrate proficient or advanced performance in **reading** on the MSA.

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
1. Teachers will plan weekly for culturally responsive, interventions, and differentiated instruction for reading, writing, and phonics as it affects our ELL, Spec. Ed, Hispanic, and African American Subgroups.	▪ Reading Specialist ▪ Media Specialist ▪ Classroom Teachers ▪ Administration ▪ SDT	▪ Multicultural Texts ▪ CRT strategies from staff meetings ▪ Online Bank of ideas/lessons on T-shared that focus on Culturally Responsive Teaching	▪ Weekly Planning Sheets ▪ Team Meeting Notes ▪ Classroom Observations ▪ Equity Action Plans ▪ 272-10 Forms ▪ EMT Referral Forms	▪ September 2010 – June 2011	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
2. Teachers will use mClass data, weekly Running Records, and reading benchmarks, in order to monitor those students who have not met benchmarks. Teams will determine the frequency of times for reflection of Running Record data. Agenda and notes will be posted on T-shared along with the evaluation. Running Records will be given and analyzed for below grade level students and turned in weekly to teachers' reading coach. IST will review Running Records for targeted students on a weekly basis.	▪ Reading Specialist ▪ Reading Coaches ▪ Classroom Teachers ▪ IDA ▪ IST	▪ Leveled Books ▪ mClass binder ▪ Summary Data Slides ▪ Lesson Plans ▪ 272-10 Forms ▪ Benchmark chart ▪ Monitoring Tool ▪ Grade Level Appendix and Instructional Implications	▪ mClass ▪ Running Records ▪ Reading Grade Level Data Chats ▪ School-wide monitoring tool ▪ Guided Reading Lesson Plans ▪ 272-10 Forms ▪ Reading Coach capture sheet ▪ Running Records	▪ September 2010 – June 2011	
3. Teachers will use designated texts for assessment to ensure consistency of instruction and interpretation of results as documented on strategic monitoring tool.	▪ Reading Specialist ▪ Literacy Committee ▪ Classroom Teachers	▪ List of Texts ▪ Copies of Texts ▪ Questions and Answers for Oral and Written Comprehension	▪ List of Texts ▪ Copies of Texts ▪ Questions for Oral and Written Comprehension	▪ Monthly Running Records October 2010 through May 2011	
4. Teachers and students will participate in School-wide DEAR Time 10 minutes daily to increase students' fluency and comprehension.	▪ Classroom Teachers ▪ Students ▪ Reading Specialist ▪ Administration	▪ Schedules will reflect daily DEAR Time ▪ Reading Specialist and Administration Walkthroughs	▪ Books to use for DEAR Time	▪ September 2010 – June 2011	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
5. Teachers will plan a weekly guided reading lesson that reflects inferencing and its subskills (predicting, making connections, and drawing conclusions) that will be assessed on the monthly BCR.	▪ Reading Specialist ▪ Classroom Teachers ▪ Reading Coaches	▪ RLA Curriculum Guides ▪ MyMCPS (Integrated Curriculum)	▪ Weekly Guided Reading Plans ▪ Record of students' responses to comprehension skill	▪ September 2010 – June 2011	

Goal 1: 70% of student subgroups will score at the advanced level (3) as measured by the BCR scoring rubric.

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
1. Students will be able to use vocabulary from the identified vocabulary lists when writing in response to reading/ completing a BCR. Quarterly grade level data chats will focus on analyzing student responses and identifying next steps especially for targeted subgroups (ELL, Hispanic, Spec. ED)	▪ Reading specialist ▪ Grade level teams ▪ Staff development teacher ▪ ESOL Teacher ▪ Paraeducators ▪ Resource Teacher ▪ Focus Teacher ▪ Data Captain	▪ K-5 high frequency word list (consistent in all classrooms) ▪ Chart "BCR words" (explain, identify, etc.) ▪ Content focused (text features, character traits, etc.) ▪ Chart/Prompts for BCR Responses ▪ MSA & Reading BCR Rubric ▪ BCR Student Checklist ▪ Folder for Writing Strategies on T-shared ▪ Graphic Organizer for ADDE and checklist	▪ Quarterly High Frequency Word Checklist ▪ BCR scoring grid ▪ Reading Response Journals ▪ Student BCR Samples ▪ Quarterly – Review BCR data (Data Chats) ▪ Team Data Chats ▪ Team Notes	▪ September 2010 – May 2011 (Monthly)	

51

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
2. Students will utilize a variety of strategies such as/that include **ADDE strategy, Orally rehearsal of answers, relia or manipulative**s when responding to BCRs.	▪ Reading specialist ▪ Grade level teams ▪ Staff development teacher ▪ ESOL Teacher ▪ Paraeducators ▪ Resource Teacher ▪ Focus Teacher	▪ Steps for answering BCR (K-2) ▪ Recording answer sheet ▪ BCR Rubric ▪ ADDE check list ▪ Prompts for BCR (Use and then take away) ▪ Content Focused	▪ BCR Focus Skill ▪ BCR Monitoring Tool ▪ Strategy used Rubric Score ▪ Rubric Score ▪ Speaking Rubric ▪ ESOL and Para checklist ▪ Reading	▪ Charts (September) ▪ Rubric (September) ▪ Prompts (October) Monthly	
3. Students will analyze their writing using the BCR scoring rubric (MSA).	▪ Reading specialist ▪ Grade level teams ▪ Staff development teacher ▪ ESOL Teacher ▪ Paraeducators ▪ Resource Teacher ▪ Focus Teacher	▪ MSA Rubric ▪ Kid Friendly Rubric ▪ BCR Samples	▪ Rubrics for MKES ▪ BCR checklist	▪ Content Focused List of Words by Grade Level (Quarterly) ▪ BCRs Review (Monthly)	
4. Students will incorporate teacher feedback when re-writing their BCRs.	▪ Classroom teacher ▪ Reading specialist ▪ ESOL Teacher ▪ Paraeducator	▪ Student/Teacher Checklist with criteria for success ▪ The Skillful Teacher	▪ Student work samples with revisions and feedback	▪ October 2010 – June 2011	

52

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
5. BCR's will be administered monthly to students in K-2 and scored. BCR's will focus on inferencing and its subskills – predicting, making connections, and drawing conclusions, etc., Teams will analyze students results and determine next steps with emphasis being placed on (ELL, Hispanic, FARMS, and Spec. ED). Results will be shared and discussed at Vertical Meetings.	▪ Reading Specialist ▪ SDT ▪ Classroom Teachers ▪ ESOL Teachers	▪ Capture Sheets ▪ Student Work Samples ▪ BCR Scoring Grid ▪ Expectations for administering BCRs ▪ Literacy Centers aligned to Teaching and Monitoring Inferencing Skills	▪ Capture Sheets ▪ Student Work Samples ▪ BCR Scoring Grid ▪ Expectations for administering BCRs ▪ Team Agendas/Notes ▪ Monthly Data Chats ▪ Vertical Meeting Agendas	▪ October 2010 – June 2011	

Pine Crest Reading Action Plan

SIP Goal/Objective (Annual Measurable Objective (AMO) 2009): Pine Crest: 85.9% of all students in the eight subgroups will demonstrate proficient or advanced performance on the state reading assessment.

- **PCES Objective**: Pine Crest will show a 10% increase in the number of Special Education and LEP students in the proficient/advance range from the established baseline (53.8% for special education and 64.9% for LEP).

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Actions	Persons Responsible/ Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps

Provide direct support to students in a reading classes
   o Small, flexible differentiated groups within the balanced literacy block
   o Access to a "second dose" of reading for
	Classroom teachers
	AIP/ Focus teachers
	ESOL teachers
	Special Education teachers
	Reading Specialist
	Assigned paraeducators
		Classroom/ Support schedules
		Student data
			AYP Analyzer
			MAP-R data
			Running Record Data
			A & A meeting notes	

53

identified students through Academic Intervention teachers	Student interns Assistant Principal Principal _____ Daily performance			
Provide acceleration instructional programs in all classrooms. o Leveled text o Core books o Junior Great Books o William and Mary	Classroom teachers Reading Specialist Assistant Principal Principal _____ Daily performance within balanced literacy block	MCPS curriculum guides MCPS identified core text by grade level Leveled books Junior Great Books, William and Mary PDS site observations with UMD	Formal/Informal walk throughs Peer observation challenge Student work samples	

Actions	Persons Responsible/ Timeline/	Resources Needed	Monitoring Tools	Results/ Next Steps
Establish and implement reading support through a "second dose of reading" to identified students performing at or below proficiency	AIP/ Focus teachers Reading Specialist Commonweal staffing _____ Daily	Extra Guided Reading Materials (Jan Richardson) Wilson Read Naturally Explode the Code CARs/STARS Horizons	AYP Analyzer 2010 AIP monitoring data sheet and individual student's portfolio/data notebook.	
Review assessment data (MAP-R, running record, BCR's, MSA) to ensure all students receive re-teaching and acceleration as needed.	Classroom teachers AIP teachers ESOL teacher Special Education Teachers Assistant Principal Principal _____ Trimester	Identified data sources	A & A mtg. notes SIT /ESIT notes	
Monitor student performance in the area of writing through administration and common scoring of school based BCR's.	Reading Specialist PCES school staff Assistant Principal Principal	IMAGES documents/ reading passages BCR samples Mock MSA Mock Mod MSA	Scoring rubrics	

Actions	Persons Responsible/ Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Offer on-going reading professional development • Peer observation challenge • Optional flex time opportunities with reading specialist and expert teachers • Faculty meetings: Instruction and Technology • Modeling lessons in classrooms • Highlight PDO course offerings • Sharing information from Reading Specialist/GT/ BENK/ Elementary Curriculum meetings with staff through weekly/team meetings/faculty meetings • Equitable practices	Reading specialist SDT Assistant Principal Principal _____ Variable schedule Reading specialist will attend select team housekeeping meetings and appropriate Elementary Curriculum mtgs.	Existing reading resources Additional resources to be determined	Flex Time Logs (end of the year) Faculty mtg. agendas Team meeting notes Friday Focus announcements Reading Specialist schedule Course registration from PDO and external offerings to MCPS	

Actions	Persons Responsible/ Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Host Family Reading Night to allow parents to interact with both the curriculum and their children to increase reading/language arts awareness.	Facilitated: Reading Specialist Family Reading Night committee Assistant Principal Principal _____ November 30, 2010	Family Involvement Budget (PTA) Identified theme-based materials MCPS curriculum materials	Exit survey from reading night Sign-in sheet	

**Areas in red indicated professional development

Math Action Plans (K-5)

Montgomery Knolls Elementary School

Goal 1: 85% of all student subgroups will perform at the advanced and proficient levels on the MCPS Targets.

Montgomery Knolls Elementary School will meet the Maryland State Assessment 2011 Annual Measurable Objectives: 85.7% (within the confidence interval) of all Grade 3 students who attended Grade 2 at Montgomery Knolls E.S. and of the 8 subgroups represented at our school will demonstrate proficient or advanced performance in **math** on the MSA.

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
1. Teachers will engage in Vertical Meetings quarterly to build their capacity to increase the academic achievement of ESOL, Hispanic, African American, and Special Education students; processes will be used to support teachers with sharing strategies amongst colleagues.	• Math Content Coach • SDT • ESOL Teachers • Resource Teacher • Title 1 Instructional Specialist • ESOL Instructional Specialist • Paraeducators • Focus Teacher • Classroom Teachers • Arts Team	• "Classroom Discussions" • Instructional Guides • Capture Sheets • Feedback Forms • Summarizers • Evaluations • Student Work Samples	• Staff Development Action Plan • Vertical Meeting Agenda/Evaluations • Staff Meeting Agenda • Training Evaluations • Summarizers • Feedback forms from Peer Visits • Strategy Chart • Walk Throughs • Equity Action Plans • 272-10 Forms	• Ongoing September 2010- May 2011	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
2. Teachers will analyze ELL, FARMS, SPEC ED, and Hispanic data in order to implement and deliver "Thinking Questions" daily to build students conceptual knowledge and to encourage them to explain their mathematical thinking. The focus of the "Thinking Questions" will be on algebraic functions, computation, and number sense.	▪ MCC ▪ Classroom Teachers ▪ Paraeducators ▪ Technology Teacher	▪ Student Work Samples ▪ Teachers Plans ▪ Weekly Math Notes from Team Meetings ▪ Thinking Question Rubric ▪ School-wide monitoring tool ▪ Origo Math Materials ▪ Drexel Math Forum	▪ Weekly Data Capture Sheet ▪ Conversations ▪ Data Grids ▪ Team Planning Meetings ▪ Student Work Samples	▪ September 2010 – June 2011	
3. Teachers will use tools to assess and monitor student achievement in all math concepts over. Quarterly data chats will focus on analyzing student performance for the targeted sub groups (ELL, FARMS, Spec ED, Hispanic) on the number sense strand and identifying next steps.	▪ MCC ▪ Classroom Teachers ▪ Paraeducators ▪ ESOL Teachers	▪ Exit Cards ▪ Journals ▪ Curriculum Guides ▪ Thinking Questions ▪ Unit Assessment Data	▪ Exit Cards ▪ Thinking Question Assessments ▪ Data Chats w/ Administrators	▪ September 2010 – June 2011	
4. Teachers will use the OriGo Math program and Drexel Math Forum as an intervention in order to increase student's computation, number sense, and problem solving skills.	▪ MCC ▪ Paraeducators ▪ Classroom Teachers ▪ Arts Team	▪ Teacher Source Books ▪ Think Tanks for Problem Solving and Number Sense ▪ Math Response	▪ Lesson plans ▪ Team Planning Meetings ▪ Pre/Post Tests ▪ Thinking Question Assessments	▪ September 2010 – June 2011	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
5. Teachers will plan weekly for culturally responsive lessons, interventions, and differentiated instruction for math as it affects our ELL, Spec. Ed, Hispanic, and African American Subgroups.	▪ MCC ▪ Classroom Teachers ▪ SDT ▪ Administrators ▪ Arts Team ▪ ESOL Teachers ▪ Resource Teacher ▪ Speech Teacher	▪ Manipulatives ▪ Homework ▪ Multicultural Texts ▪ CRT Math Strategies ▪ Sample Lessons ▪ Online Lessons ▪ Realia ▪ Visuals	▪ Homework ▪ Team Planning Agenda/Notes ▪ Staff Meetings Agenda ▪ Walkthroughs ▪ Peer Visits ▪ Equity Action Plan ▪ Lesson Plans	▪ September 2010 – June 2011	

60

Pine Crest Mathematics Action Plan

Math: SIP Goal/Objective (Annual Measurable Objective (AMO) 2010): Pine Crest: 85.9 % of all students in the eight subgroups will demonstrate proficient or advanced performance on the state math assessment.

   PCES: Targeted performance:
- PCES will show an increase of 10% of LEP and Special Education students performing in the proficient to advance range of performance.
- **PCES Acceleration:** PCES will show a 10% increase in enrollment in accelerated math classes by Hispanic and African American students in grades 3, 4 and 5.

Math Acceleration at PCES/ Baseline Data

	Year 2 (06-07)	Year 3 (07-08)	Year 4 (08/09)	Year 5 (09/10)	Year 6 (10-11)
System Target	33.3%	37.2%	44.1%	39.3%	38.1%
% of Students in Accelerated Math Classes	38.5% of 3rd (30 of 78) 56.6% of 4th (81 of 143) 45.9% of 5th (56 of 122)	0 % of 3rd (0 of 86) 51.3 % of 4th (60 of 117) 48.5% of 5th (68 of 140)	44.3% of 3rd (43 of 97) 43.2 % of 4th (57 of 132) 52.8% of 5th (67 of 127)	21% of 3rd (21 of 102) 45 % of 4th (69 of 154) 47% of 5th (64 of 136)	28% of 3rd (17 of 118) 44% of 4th (66 of 150) 38.1 % of 5th (76 of 149)

Acceleration defined as one full grade level above

Actions	Persons Responsible/ Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Review/refine PCES *Beginning of Year Inventory of Skills*	MCC /IDA _____ Administer to students during May 2010 Administer to new students during the first week of school Revise during Winter 2010 for Spring 2011	Last year's inventory Staff usage feedback sheet for 10/11	N/A	

Actions	Persons Responsible/ Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Engage in examination of student data for final math placement	Initial placement: MCC IDA Principal Assistant Principal Teacher input: Grade level teams _____ Spring 2011 – implementation Summer 2011– update with TN2 and MSA scores August 30– September 3 – test new students September 7– distribution of math lists to grade level teams	General student information: biographical information; status: SP.Ed. and/or LEP MSA & Terra Nova scores End of Year unit assessment scores (on and above) Previous teacher recommendation MCPS Math Articulation worksheets	myMCPS Data Warehouse 09/10 EOY Strategic Monitoring Tool 10/11 Projective Student Placement Grids	
Create a co-taught math class at each grade level which targets LEP students.	MCC IDA Principal Assistant Principal September 2010	10/11 Articulation grid	10/11 Articulation grid	
Distribute a parent notification letter indicating the selected course placement for their child and the reasons for course selection.	MCC Math Teachers _____ Distribution to parents – September 4	10/11 Articulation grid	10/11 Articulation grid	

Actions	Persons Responsible Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Provide direct support to students in all math classes o Small, flexible differentiated groups o Paraeducator support o Anchor activities o Equitable practices	Math teachers ESOL support Special Education teachers MCC Student interns Assigned paraeducators Assistant Principal Principal _____ Daily Classroom Performance Unit Performance	End of unit reports, teacher input including classroom teachers and specialists	myMCPS math data Formative/unit assessments Math BCR's Team planning minutes A & A meeting AYP Analyzer 2011	
Provide acceleration instruction in all classrooms as appropriate o Small, flexible differentiated groups within the math block	Math teachers ESOL support Special Education teachers MCC Student interns Assigned paraeducators Assistant Principal Principal _____ Daily Classroom Performance Unit Performance/ Challenge	Support math materials and manipulatives Professional math resources	Articulation grid Unit Assessment Informal/formal observation Peer observation challenge	

63

Actions	Persons Responsible/ Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Review formative and end of unit assessments for fluid movements between math classes/grade levels during the first quarter.	Math teachers MCC IDA Assistant Principal Principal _____ ___ See math unit calendar deadlines	End of unit reports Teacher input/anecdotal notes	myMCPS data Formative assessments Team planning minutes A & A meeting AYP Analyzer 2011	

Review on-going math data
  o Math alike groups
  o Vertical groups
	Math teachers
	MCC
	IDA
	ESOL
	Special Ed. Teachers
	Assistant Principal
	Principal
	_____
	Monthly A & A meetings
	
	Unit score review
		Formative assessments
		
		Unit assessments
		
		Standardized BCR sample (student portfolio)
			myMCPS data
			
			A & A mtg. notes
			
			Student portfolios	

Actions	Resources Needed	Monitoring Tools	Persons Responsible Timeline	Results/ Next Steps
Offer on-going math professional development • Peer observation challenge • Optional flex time opportunities with MCC and expert teachers • Faculty meetings: Instruction and Technology • Team planning meetings • Modeling lessons in classrooms • Highlight PDO course offerings • Sharing information for MCC/ Elementary Curriculum meetings with staff through weekly/team meetings/faculty meetings	Existing math resources Additional resources to be determined	Flex Time Logs (end of the year) Faculty mtg. agendas Team meeting notes Weekly bulletins Math Content Specialist schedule Course registration from PDO and external offerings to MCPS	MCC SDT Principal Asst. Principal Math teachers _____ Variable schedule MCC will attend appropriate Elementary Curriculum mtgs/ MCC meetings	

Actions	Persons Responsible Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Host Family Math Night to allow parents to interact with both the curriculum and their children to increase mathematical awareness.	Facilitated: MCC Principal Assistant Principal Selected staff _____ March 2011	Family Involvement Budget (PTA mini grant) Identified theme-based materials	Evaluation forms, sign-in sheets	
Celebrate Maryland Math Month o Distribute MSDE math calendar o Conduct Front Hall weekly challenge o Schedule a Numbers (Spirit) Day	School Community Facilitated: MCC _____ April 2010	MSDE math calendar Other materials to be determined based on theme	Student participation as seen through returned calendar Student front hall challenge entries	

**Areas in red indicated professional development

Pine Crest Reading/Math Common Actions

Actions	Persons Responsible Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Analyze strategic monitoring data to identify appropriate resources and supports for all children as they relate to performance and proficiency targets.	School Community Quarterly	2009-2010 AYP Analyzer 2010-2011 AYP Analyzer myMCPS Data Warehouse	2010-2011 AYP Analyzer	
Develop a master schedule that facilitates delivery of maximized instructional time and interventions/ supports with the least amount of disruptions	Team Leadership Principal Assistant Principal _____ May 2010 – feedback about 2009-2010 Summer 2010 – team leaders (draft) September – school staff (published)	Stakeholder input based on the 2009-2010 schedule Consistent implementation of established times	Formal/Informal walk throughs Stakeholder feedback Support schedule: ESOL, Special Education, AIP, and Commonweal	
Engage in the _Peer Observation Challenge: You Pick Three_ to learn instructional strategies from professional colleagues aligned with the MCPS curriculum	Facilitated by: SDT School staff _____ 3 observation challenges per semester (1 formal documentation to office)	Peer observation challenge templates (reading, math…)	Reading template Math template Other observation templates	

Actions	Persons Responsible Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Revise/review MSA prep activities and materials	MCC Rdg. Specialist SDT Principal Assistant Principal October - November	Mock MSA tests Review Packets MSA Coach & Finish Line resources	Testing prep calendar Results of packets/mock tests	
Participate in a simulated Mock MSA/ MOD MSA practice testing session.	STC School staff Students December 2010	Mock MSA tests: Grade 3, 4, and 5 MOD MSA test	Practice test results	
Practice test results will be reviewed with students by their classroom/math teachers. **select sections can be readministered to allow students to apply direct teacher feedback	Classroom Teachers	Mock MSA tests: Grade 3, 4, and 5 MOD MSA test	Student growth on select assessment sections	
Provide students with IEP's, 504's, and ELL/RELL with identified instructional and testing accommodations across the academic day.	All staff Every assessment	IEP, 504 or ELL/RELL documentation	IEP, 504 or ELL/RELL documentation	

Actions	Persons Responsible Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Increase parent understanding of curriculum and expectations - Back to School Parent Night - Parent Conferences - Linkages Coffees - Family Nights - Newsletters	Reading Specialist MCC Grade level teams Assistant Principal Principal _____ Monthly Linkages coffees, Pine Crest Post BSPN: September 15, 2010 Family Reading Night: November 30, 2010 Family Math Night: March 16, 2011	Parent conferences/meetings Newsletters sent home Exit survey from family nights Sign-in sheets from school events (BSN, conferences, family nights….) Existing reading/ math resources Additional resources to be determined Parent conferences	Sign-in sheets from school events (BSN, conferences, family nights….) Authentic artifacts: Newsletters sent home Exit survey from family nights	
Provide targeted students with extra support through after school programming. - LEP - Special Education - At risk	Commonweal teachers Assistant Principal Principal Commonweal: Oct. 17 – May 26, 2010	Commonweal grant program: regular and special ed. Saturday School enrollment	Enrollment Attendance Progress notes on the AYP analyzer	

**Areas in red indicated professional development

"Fragile Cell Initiatives"

Actions	Persons Responsible Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Host a parent informational meeting about AYP status.	MKES Administration PCES Administration September 7, 2010	AYP Data Meeting announcement Connect Ed Message	Attendance sheets	
Provide child specific invitations to George B. Thomas Saturday School for students at risk for being Basic. **Follow-up with a phone call for a personal invitation **Distribute George B. Thomas information at the all EMT/ IEP meetings	PCES Administration Distribute initial invitation at Back to School Parent Night (September 15, 2010)	AYP Data	Saturday School Enrollment	
Host a monthly principal coffee in collaboration with Linkages to Learning and MKES to provide parents with training on home to support their children at home. **Consider a personal invitation to parents in either the LEP or Special Education Cell ** Investigate location/transportation options.	MKES Administration PCES Administration Linkages to Learning Reading Specialist/ MCC as needed Monthly	Curriculum resources Translators	Attendance Sheets	

Actions	Persons Responsible Timeline	Resources Needed	Monitoring Tools	Results/ Next Steps
Increase parent understanding of their child's performance by hosting for select students (LEP). Meeting 1: 7 Keys and You Meeting 2: Reading Support Meeting 3: Math Support Meeting 4: Summer Support ** Provide parents with current student data	PCES Administration ESOL staff ESOL Parent Coordinator October 20, 2010 December 15, 2010 February 9, 2011 June 1, 2011	Curriculum resources Translators Connect Ed	Attendance Sheets	
Create a master schedule which allows the creation of a co-taught LEP math class at each grade level.	PCES Administration	Math articulation grid Staffing grid	Math class lists	
Create "staff mentors" for all students identified as being at risk for basic who are not currently being serviced by ESOL, Special Ed. and/or AIP. **Secondary extension to the targeted subgroups based on individual need for personal assistance.	Leadership Team October 2010	AYP Analyzer identification of at-risk children	AYP Analyzer	

**Areas in red indicated professional development

MONTGOMERY KNOLLS
READING INTERVENTIONS

Name of Intervention	Description of Intervention	Materials or Resources Needed	Before During After School	Who provides the intervention? How often and for how long?	Who are the targeted students? What are their needs?	What measures are begin used to monitor the effectiveness of the program?
Reading Recovery RR	1-1 reading instruction Marie Clay's strategies	Trained RR Teacher Leveled books, white boards	During School	RR Teachers Daily for 17 weeks	First Grade students reading one grade level below	Running Records Reading 3D m Class Progress monitoring
Horizons	Highly structured instruction for teaching children decoding skills	Horizon's Material	During	Resource Teacher	First and second grade	End of Unit Tests m Class Progress monitoring
Extra Guided Reading	Revisiting leveled text and extra time to practice reading strategies	Leveled Text	During	Para-Professional	Students in Grades 1 and 2 not meeting reading benchmarks	m Class Progress monitoring Running Records
Reading Enrichment	Students are taught using the Jr. Great Books program	Jr. Great Books Teacher's Guide and Text	During	Classroom Teacher Enrichment Teacher	Students that are on the Cusp to perform above grade level but are not.	Running Records m Class Progress Monitoring
Writing Intervention	Extra writing practice/ one skill focus followed up with feedback conferences for writing skill improvement	Content/ familiar text base tasks Journals/writing logs	During	Para-Professional	Students in Grade 2 who received a score of 2 on a baseline written assignment	Weekly writing conference comment log and formative data related to writing
Collaboration Meetings	Resource teacher meets with IEP student's classroom teacher, ESOL teacher, and speech language pathologist (when appropriate) to discuss modifications of materials needed for weekly plans and to discuss strategies to be	Weekly reading plans IEP goals Classroom materials	During Before After	Resource teacher- one meeting per week for 45 minutes with IEP student's teacher (Amount of times per week varies depending on caseload)	Students with an IEP who have academic goals in the area of reading and/or writing.	Running records mClass Reading 3D IEP quarterly progress notes

	used in the classroom.					
Home School Connection	Kindergarten students are given a journal to take home with the letters of the alphabet to help with recognition	The letters students are currently learning. Students take home journals to write in for practice	After	Parents 5 nights a week	Kindergarten students reading below grade level	Running Records m Class
Home School Connection	Leveled Guided Reading books are sent home with students to reread	Leveled Text	After	Classroom Teacher Parents	Students reading below grade level or who show the need for additional reading practice	Running Records m Class Reading 3D
Home School Connection	Leveled Reading Passages are sent home with students to practice for fluency and comprehension	Leveled Text	After	Classroom Teacher Parents	Students reading below grade level or students who show the need for additional reading practice	Running Records m Class Reading 3D

MONTGOMERY KNOLLS
MATH INTERVENTIONS

Name of Intervention	Description of Intervention	Materials or Resources Needed	Before During After School	Who provides the intervention? How often and for how long?	Who are the targeted students? What are their needs?	What measures are begin used to monitor the effectiveness of the program?
Math Academic Intervention	Additional teaching of current concepts or re-teaching of concepts where students showed developing understanding	Curriculum guide	During	Math Content Coach 2 times a week – 40 minutes	2 grade students Remediation of K students who show developing understanding on math unit assessments Flexible groups are based on assessment data	Formative assessments
Origo Math	Research based program to build conceptual understanding of math computation	Origo Math	During After	Classroom Teacher Math Content Coach	Students are targeted based on pre-assessments and the math computation performance on the math unit assessments.; differentiated based on each	Bi-weekly math facts assessments; monthly post-assessments Math unit

					student performance	assessments
Collaboration Meetings	Resource teacher meets with IEP student's classroom teacher, ESOL teacher, and speech language pathologist (when appropriate) to discuss modifications of materials needed for weekly plans and discuss strategies to be used in the classroom.	Weekly math plans IEP goals Classroom materials	During Before After	Resource teacher- one meeting per week for 45 minutes with IEP student's teacher (Amount of times per week varies depending on caseload)	Students with an IEP who have academic goals in the area of mathematics.	Bi-weekly math facts assessments; monthly post-assessments Math unit assessments IEP quarterly progress notes

The specificity of these intervention based action plans serve to strengthen the core academic program as well as provide increased quality and quantity of learning time for our students who are working towards meeting proficiency/ advanced standards.

The following is a list of scientifically-based/research-based instructional programs that are currently used in our schools.

Full-Day Head Start Initiative: Head Start is a prekindergarten program for children disadvantaged by poverty. It promotes school readiness by enhancing cognitive and social development. Head Start also provides educational, health, nutritional, social and other services to enrolled children and families. The extended time provided by the full-day program provides a number of additional opportunities for learning, including more math and literacy instruction; additional art, music, and physical education; and extended opportunities for social interaction and oral language and vocabulary development.

Everyday Mathematics: Everyday Mathematics is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Based on research findings, the authors established several basic principles that have guided the development of Everyday Mathematics. These principles are:
- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. An elementary curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.
- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program.

Origo Math: This is a sequenced supplemental program that provides a step-by-step approach. The program promotes
- number sense strategies that lead to computational proficiency;
- student-centeredness and hands-on learning with a focus on conceptual understanding;
- discourse (teacher-to-student, student-to- teacher and student-to student) as well as student reflection.

Early Success Initiative: The Early Success Initiative, a comprehensive and complex early literacy program composed of multiple components, has been the central focus of an intensive in-depth study since the 1999-2000 school year. Designed as a multi-faceted effort to improve the reading performance of elementary school students in MCPS, the Early Success Initiative has included three significant components: 1) class size reduction in kindergarten, first and second grades; 2) increased time in their classrooms for uninterrupted reading instruction; and 3) staff development in a balanced literacy approach to reading instruction.

The strength of this Early Success initiative lies not only in the research-based support for the effectiveness of each of these components taken alone, but most importantly in the commitment on the part of MCPS to undertake the challenging task of implementing an integration of all three components in kindergarten, first and second grade classrooms. As a natural extension of the

initiative, the balanced literacy approach, based on the work of Fountas and Pinnell, aligned with the National Reading Panel Report, is the foundation of instruction in Grades 3-5. Class sizes in Grades 3-5 remain at the district average.

Horizons: Horizons is an Intensive Phonics program used to help foster fast gains in reading grade levels. This reading supplement for grades K-2, produces dramatic results for students in grade K-6 who exhibit below average reading skills, effectively closing the gap for struggling readers. The program is effective for ESOL students, also teaching them the structure of the English Language and dramatically improving their pronunciation, reading and spelling skills.

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.

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.

Extended Learning Opportunities: All Title I schools in Montgomery County Public Schools participate in the Extended Learning Opportunities Initiative. The program consists 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. Parents of incoming kindergarten students are provided with a training session from the Division of Title I Programs to focus on instructional activities that can be used at home to support learning. Each family is provided with a Kindergarten tool kit of supplies that support foundational literacy and mathematics skills.

Ensuring that underperforming students reach proficient or advanced

Montgomery Knolls

The grade level teams, Math Content Coach, Special Education teacher, ESOL teacher, Reading Specialist, and Staff Development Teacher meet weekly to analyze student progress for instructional implications and possible interventions. Analysis of intervention data is done monthly during grade-level team meetings. During these meetings instructional implications are explored and interventions are changed accordingly. In addition, Montgomery Knolls has the following activities in place to ensure that underperforming students reach proficient or advanced:

Reading

All students are monitored via mClass progress monitoring. Those who are reading below the quarter's benchmarks receive extra support from a paraeducator. During this time the paraeducator spends time with the students re-reading their guided reading books, reviewing phonics and responding to text in writing. The Instructional Support Team and each grade level team review students' data every six weeks. The findings from these meetings are then used to refine interventions, and make adjustments to the list of students who may either exit or enter interventions. The Horizon Reading Program is also used with a small group of students.

Reading Support
Title I funded teachers are assigned to grades K - 2 to provide reading instruction to students and to support the classroom reading program which includes acceleration and enrichment opportunities within the classroom.

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.

Letter ID Intervention
Students need to fluently process and name letters to become fluent readers. The DIBELS Letter-Naming Fluency task is one way we assess our students on this skill. Students who score below 30 on a letter identification task are placed in a one-on-one letter identification intervention. They meet with a staff member and work one-on-one daily until the letters are known. Bi-weekly monitoring assesses these students and exits them when they are proficient. Though most students who participate in this program are kindergartners,, we do include first and second graders who do not have control of rapid letter-naming.

Program of Assessment, Diagnosis, and Instruction (PADI)
PADI 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.

Mathematics

To ensure that underperforming students reach proficient or advanced, the following systems are in place for math instruction:

- Each grade level is writing Academic Enhancement Plans (AEP) to accelerate their students
- Grade level teams implement a basic fact program in order to increase basic fact fluency.

- Grade level teams use common formatives and unit assessments in order to monitor students.
- We are using high expectations through the use of the county curriculum guides, flexible groupings, and accelerated resources in order for all students to be proficient or advanced.
- Each grade level has a paraeducator who works with students who are working below grade level.
- The Math Content Coach meets with a group of grade 2 cusp students
- There will also be an after school club for students to receive extra support. (Intervention Club)

The results of these efforts are incorporated in to the strategic monitoring tool used to validate that these instructional efforts are providing improved progress and student achievement for these students who did not meet benchmarks. There will be an increased level of accountability and documentation that will be shared within local school data meetings, leadership meetings, School Improvement Team (SIT) meetings, and Enhanced School Improvement Team (ESIT) meetings.

Pine Crest
Pine Crest has additionally worked collaboratively with the school community to find grant programs to meet the needs of our students. Pine Crest is in partnership with *Commonwealth* to extend literacy and math skills through small group experience. Students are identified through the school's strategic monitoring tool as having academic deficiencies.

Transition Strategies

Transition strategies used for assisting Montgomery Knolls children in the transition from early childhood programs 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. Students whose parents wish to take advantage of the early entrance provision in MCPS are tested in the spring in order to determine their readiness for a full day kindergarten program. A special effort is made to recruit kindergarten students to attend the ELO/SAIL summer program, so that the transition to a full-day of kindergarten in the fall will be easier. Parents of incoming kindergarten students are provided with a training session from the Division of Title I Programs during the ELO-SAIL program to focus on instructional activities that can be used at home to support learning. Each family is provided with a Kindergarten tool kit of supplies that support foundational literacy and mathematics skills.

MKES conducts articulation meetings with PreK, Head Start and Kindergarten

In order to facilitate the transition from primary school at Montgomery Knolls to the 3-5 program at Pine Crest, several activities are implemented.

- In the spring, all 2nd grade students from Montgomery Knolls travel by bus to Pine Crest. While they are there, they tour the building, meet teachers and observe the Pine Crest students in action during the school day. A meeting for Montgomery Knolls 2nd grade parents is conducted at Pine Crest for parents. At this meeting, the parents have an opportunity to ask questions, become informed about the Pine Crest program, and tour the building.

- A joint family learning night is planned to bring the MKES and PCES communities together and strengthen parent involvement between the two schools. This supports the renewed efforts of the joint PTA to strengthen the link between the primary school program at MKES and the 3-5 programs at PCES.

When students enroll in either MKES or PCES after the start of the school year, the counselor or another staff member transitions students with a private tour. The new student is assigned a buddy to help them get acclimated to the school. Parents are provided with an opportunity to discuss school expectations with the school staff. Additionally, all families are connected with the Linkages to Learning Parent to Parent group.

Homeless children receive services under Title I. Therefore, DTP centrally reserves an amount per-homeless-child equal to the ELO SAIL per pupil allocation. This amount covers the cost of homeless students' participation in Title I's ELO SAIL program. Montgomery Knolls Elementary School instructs students in reading and math during the summer program.

During the school year Montgomery Knolls Elementary School coordinates with the Homeless Liaison Office and works with families to complete the following forms:

- 335-77: Homeless Status
- 335-77B: Student Transportation Action Request
- 335-77A: School Choice Decision letter for students with a homeless status, if applicable

Parental Involvement

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

REGULATION
MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ABA, ABA-RA, ABC, BMA, FAA, IEA, IEB, IED, IFB, IGP-RA, IRB-RA
Responsible Office: Deputy Superintendent

Parent Involvement

I. PURPOSE

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

II. RATIONALE

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

III. DEFINITION

The term "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling. In this regulation, "comprehensive parental involvement" is intended to include research based, Six National Standards for Parent/Family Involvement Programs as follows:
A.   Communicating
B.   Parenting
C.   Student Learning
D.   Volunteering
E.   School Decision-making and Advocacy
F.   Collaborating with Community

IV. PROCEDURES FOR SCHOOLS

All MCPS employees are expected to convey a commitment to parent involvement. School staff are expected to take the initiative to reach out to parents in a variety of ways to encourage parent participation. In addition, local schools are encouraged, in collaboration with their parent community, to develop a local school statement which articulates a shared responsibility and strategies to support: student learning and high achievement; effective, frequent two-way communication between school and home; and family, school, community partnerships aligned with school improvement plan goals.
A.   Each local school will include on its school improvement team: school staff, parents, and students (when appropriate) who reflect the rich linguistic and cultural diversity of the local school community.
B.   The school improvement team should consider how parental involvement is incorporated into its School Improvement Plan.
C.   Each local school should work in cooperation with parents, parent groups and PTAs, to develop and maintain a clear, regular two-way communication system that:
    i.   Provides information on issues such as: local school and school system policies, practices and regulations, including discipline procedures, instructional programs, opportunities for collaboration, school or system initiatives, regular student progress reports, assessments, and parent-teacher conferences, through a variety of traditional and non-traditional means such as, but not limited to, newsletters, school-parent orientation programs, checklists, web sites, and list serves
    ii.   Solicits and considers parent comments and concerns, and makes use of parent talents
    iii.   Strives to ensure that staff are accessible for parent-teacher communications
    iv.   Uses the resources of the community and central offices
D.   Work in cooperation with the PTA and other parent groups to support programs for parents to learn how to create and sustain a home learning environment by:
    i.   Sharing information, materials, and programs about how parents can:
        a)   Recognize that they have an essential role to play in their children's education by supporting, encouraging, and assisting their children to learn
        b)   Get information on "parenting" topics such as nutrition, health, self esteem, parent/child communication, motivation, discipline, child development, and other topics relevant to the specific population
    ii.   Providing space for parent training and parent materials, as feasible
    iii.   Ensuring that parenting information is provided to parents on a regular, systematic basis by using such forums as parenting sections in newsletters, discussion groups, conferences, workshops, web sites, and list serves, etc.
    iv.   Parenting information should be translated, as appropriate and feasible.
E.   Assist parents in playing an integral role in student learning by:
    i.   Providing appropriate information for staff to work effectively with parents in order to support the concept of learning at home, including such topics as:

                a)   How to support academic and behavioral expectations
                b)   How to share curriculum content with parents
                c)   How to facilitate parent participation in children's learning at home
    ii.   Providing materials on what their child is learning and how to expand on school learning at home, as well as suggestions about available resources
    iii.   Suggesting ways that parents can enrich and support the curriculum

F.   In accordance with regulation IRB-RA Use of Volunteer Services, encourage parents to volunteer in the classroom, in other areas of the school, and/or at home by:
    i.   Providing information for staff use in the development of jobs for volunteers
    ii.   Maximizing opportunities for parent volunteer participation, including the participation of parents with special needs or limited English proficiency, and parents of students with special needs or limited English proficiency
    iii.   Providing orientation and training for parent volunteers, seeking support from central office personnel when appropriate
    iv.   Identifying a member of the school staff to work cooperatively with the PTA, and other parent groups to encourage parent participation

G.   Respect the right of parents to serve as advocates and support this advocacy by:
    i.   Recognizing that advocacy requires that people understand issues, and have information about the processes for addressing these issues, including due process rights
    ii.   Encouraging parents to participate in the development, monitoring, and evaluation of the school improvement plan
    iii.   Providing leadership/advocacy information for parents
    iv.   Encouraging the growth and development of parent groups, PTAs, and other community groups that reach out within the school community, as well as participating in county, state and national efforts for children and for education

H.   Collaborate with local community resources and informing families about those resources by:
    i.   Identifying resources that serve families within the community
    ii.   Informing school staff of the resources for families available in the community
    iii.   Involving community members in school volunteer and mentor programs
    iv.   Providing information about community agencies that provide family support services and adult learning opportunities
    v.   Developing partnerships with local business and service groups to advance student learning and to assist schools and families

V.   PROCEDURES FOR CENTRAL OFFICES

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

A.   Local schools in their comprehensive parent involvement efforts and in the use of interpreter and translation services whenever feasible
B.   Communication with parents about school system policies, practices, regulations, and other general information
C.   Development of parenting programs and materials for all parents including those who are English language learners or have special needs. This may include the use of cable television, pamphlets, adult education courses, parent resource areas, parent information centers, and programs designed to orient new parents to MCPS by:
    i.   Providing materials and resources to inform staff and parents
    ii.   Helping parents with school-related issues, resolving problems, and finding resources
    iii.   Informing parents about the organization and function of the MCPS system
    iv.   Disseminating information about school and community resources to parents and staff
    v.   Identifying and sharing successful parent involvement programs, plans, and activities for use by local schools
D.   Countywide volunteer opportunities by providing appropriate information
E.   The development of parent leadership through PTAs and other recognized groups
F.   Collaboration with businesses, organizations, and other government agencies to gain support and assistance for parent involvement efforts
G.   Information and training by:
    i.   Providing information for staff and parents to enable them to understand and support effective parent involvement
    ii.   Providing training for parents and staff to develop positive communication skills, including cultural competence and collaboration skills, and parent outreach strategies
    iii.   Including rationale for parent involvement in A & S training, as well as new principal and new staff training
H.   Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family involvement practices in their training programs
I.   Development of methods to accommodate and support parent involvement for all parents with special circumstances, including those who are English language learners, those with disabilities, and those living in poverty
J.   Local schools to use the data obtained from a variety of sources, including such things as the MCPS parent surveys to develop their school improvement plans

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

POLICY
BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA, ABA-RA, ABC-RA, ACG, BFA, BMA, FAA, IEA, IEB, IED, IFB, IGP-RA, IRB-RA
Responsible Office: Communications and Family Outreach

Parent and Family Involvement
A. PURPOSE
1. The Board of Education (Board) is committed to promoting meaningful family-school partnerships   as an essential component to students' academic success.

2. The Board encourages parent and family involvement in the school community to support children's education, healthy development, and well-being. Montgomery County Public Schools (MCPS) will take actions to promote family involvement efforts that encompass the diversity of the community.

B. ISSUE
Research indicates that family involvement in education has a positive effect on student learning and   healthy development and is an important strategy in reducing achievement gaps. Additionally, meaningful and effective home-school partnerships help to ensure a safe and respectful learning environment.

C. POSITION
1. The Board supports the development of parent and family involvement programs and services that are comprehensive and linked to student learning and based on, but not limited to, the National Standards for Family-School Partnerships:

   a) Welcoming all families into the school community—families are active participants in the life of the school, and feel welcomed, valued and connected to each other, to school staff, and to what students are learning and doing in class.
   b) Communicating effectively—families and school staff engage in regular, meaningful two-way communication about student learning.
   c) Supporting student success—families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
   d) Speaking up for children—families are empowered to advocate for their children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
   e) Sharing power—families and school staff are important and valued partners with unique information regarding decisions that affect children. Families and school staff together inform, influence, and create policies, practices, and programs including full engagement in the school improvement process.
   f) Collaborating with community—families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

2. All MCPS employees are expected to promote and demonstrate a commitment to parent and family involvement.

D. DESIRED OUTCOME
All MCPS staff will collaborate with families to build strong family-school partnerships.

E. IMPLEMENTATION STRATEGIES
1. The superintendent of schools will review existing policies and procedures, and develop necessary regulations and procedures to support this policy.
2. The superintendent of schools and the Board of Education will monitor the milestones and data points associated with Goal 3: Strengthen Productive Partnerships for Education in the MCPS Strategic Plan.
3. The Board provides opportunities for parents and other members of the public to provide feedback through public comments at Board meetings, written and e-mail correspondence, service on advisory committees, and participation in public hearings and community forums. Feedback from a broad spectrum of our diverse community is integral to the processes of developing and revising school system policies, strategic planning, budget development, and implementation of school district initiatives.

F. REVIEW AND REPORTING
This policy will be reviewed 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, amended by Resolution 417-10, July 26, 2010.

Montgomery County Public Schools
Division of Title I Programs
Title I Parent Involvement District Level Plan

Part I: General Expectations for Parent Involvement

Montgomery County supports the involvement of all parents/families. It is our belief that the education of our children is a shared responsibility. We believe that when parents are involved, students will be more successful. The school system as well as individual schools make the commitment to establish programs and practices that create a climate of mutual trust and respect and that support substantive parent involvement. All MCPS employees in Title I schools are expected to convey a commitment to parent involvement. Information will be provided to parents in the 'major' languages of the school system. This plan has been developed jointly with parents and is aligned with the Montgomery County Public School's Parent Involvement Policy ABC and the MCPS Master Plan (Bridge to Excellence). (Section 1118 (a), (2), (A)
 (In this plan, 'parent' is intended to include parents, guardians, and other family members involved in supervising the child's schooling.)

Part II: Description of how the Local Education Association (LEA) will implement Title I Parent Involvement Required Components:

The MCPS Parent Involvement Cross-Functional Team (Department of Family and Community Partnerships) participates in the joint development of the MCPS District Level Plan under the Master Plan (Bridge to Excellence.) Parents from Title I Schools are members of this committee. Section 1118 (a), (2), (A)

1. **Coordination and Support**
   The coordination of Title I Parental Involvement efforts and technical assistance to Title I Schools will be provided by Title I instructional specialists from the MCPS Division of Title I Programs. The instructional specialists will provide support, guidance, and technical assistance to the school staff, at least monthly, in planning and implementing effective parent involvement activities to improve student achievement and school performance. Title I instructional staff will provide assistance with the development of the school-parent compact, School Level Plan, and other parent involvement activities. Documentation that demonstrates adherence to Title I federal and state requirements will be maintained in the office of the Division of Title I Programs. (Section 1118 (a), (2), (B)

   The Division of Title I Programs coordinates and integrates parent involvement strategies with MCPS offices and divisions by participating on various committees throughout the year. For example, representatives from the Division of Title I Programs meet monthly with the Department of Family and Community Partnerships to coordinate workshops and outreach efforts for the Parent Academies.   Title I also partners with ESOL and Head Start at least twice a year to coordinate training efforts for Title I parents. Through the 21st Century grant, the Division of Title I Programs supports parent education for Title I parents throughout the school year.

2. **Providing Assistance and Training**
   Technical assistance is provided throughout the year to Title I instructional specialists through a variety of forums and on an array of topics related to their work as members of central office staff and school based staff. Since Title I instructional specialists assist in implementing, coordinating, and ensuring compliance of federal and state requirements, Title I staff will also receive training on relevant issues which they in turn will share with school staffs and families.
   Specific topics of training include:
   - Development of school-parent compact
   - Research and practice about importance of family involvement
   - Preparation and monitoring of family involvement budgets
   - Inclusion of parents in family involvement budget decisions
   - Proper use of federal funds

3. **Ensuring Accessibility**
   All MCPS policies and publications will be available in the 'major' languages of Montgomery County Public Schools including but not limited to Spanish, Korean, Chinese, Vietnamese, French, and Amharic. Invitations, flyers, conference information, and newsletters are translated as needed. Interpretation services are available

upon request through each school. MCPS policies are available online through www.mcpsmd.org, Division of Title I Programs web page, and individual office and school web pages. Section 1118-(e), (5)

4.   Building Capacity for Parental Involvement
MCPS Parent Academies provide materials and training to parents at least twice a month during the school year, at various times and locations, on a variety of topics including: (Section 1118, building capacity, e-1 and 2)

- Understanding state and local assessments and curriculum standards
- Monitoring student progress
- Working with educators to improve student achievement.
- Helping parents work with their children

Additionally, at least annually, Title I instructional specialists provide materials and training to parents and school staff, at each school, on understanding Title I and the requirements. (Section 1118, building capacity, e-1 and 2)

The Title I office participates on each school's Family Involvement Committee that meets monthly and includes staff and parents. These Committees meet to plan and develop professional development for school staff to work as equal partners with parents and to enhance parent outreach and communication between home and school. The Title I instructional specialists from the Division of Title I Programs participate on each school's Family Involvement Committee that includes staff and parents. These committees meet regularly to ensure that parents receive training to support their children's progress at home. (Section1118, e-3)

5.   Integration with Other Programs
The Division of Title I Programs coordinates and integrates parent involvement strategies with MCPS offices and divisions by participating on various committees throughout the year. For example, the Division of Title I Programs meets monthly with the Department of Family and Community Partnerships to coordinate workshops and outreach efforts for the Parent Academies.   Title I also partners with ESOL and Head Start at least twice a year to coordinate training efforts for Title I parents; through the 21st Century grant, the Title I Office provides funding for language classes for parents. (Section 1118, e-4).

6.   Parent Involvement Activities
The Title I Office involves parents in the activities of schools at the district and school level by:
- Ensuring parents are represented on decision making teams such as the MCPS Parent Involvement Cross-Functional Team, School Level Family Involvement Committee and School Improvement Team;
- Providing opportunities at least annually for parents to have input into the development, review, and revision of the District Level Title I Parent Involvement Plan, School Level plans, and school-parent compacts;
- Offering District and School Level workshops and training at least monthly through the Parent Academies, family outreach nights, and curriculum nights.
  Section 1118 (a), (2) and (F).

7.   Parental Input on the Title I Parent Involvement Plan
The Division of Title I Programs will annually involve parents in the joint development, review, evaluation, and revisions of the MCPS Title I Parent Involvement District Level Plan. The Division of Title I Programs receives guidance from The Maryland State Department of Education (MSDE) on an ongoing basis. With this guidance a draft Plan has been created. Input from parents on the draft Plan will be gathered at Back to School Night, through the Family Involvement Committee, and School Improvement Team meetings. The DTP Family Involvement Committee will consider the input to develop the final plan. After final revisions, the plan will be provided to parents in multiple languages. The plan will be posted on the MCPS Title I website and references to the plan will be made in each school's newsletter. (Part II, 1 and 6 - Section 1118, (a)(2)(A)(E)

Montgomery Knolls Elementary School Title I Parent Involvement Plan
2010-2011`

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

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

General Requirements
- ✓ Involve parents in deciding how family involvement funds are being spent
- ✓ Involve parents in the development of our school's Parent Involvement Plan
- ✓ Develop a written school-parent compact with parents
- ✓ Distribute the Parent Involvement Plan and Parent Compact to all parents
- ✓ Hold an annual Title I meeting to provide information about the Title I program, parental rights, and the important role parents play in their children's education
- ✓ Involve parents in planning, reviewing and improving our school's Parent Involvement Plan and Program
- ✓ Ask for parents' comments about the Parent Involvement Plan and Compact and submit those comments to the Division of Academic Support, Federal and State Programs

Building Capacity
- ✓ Help parents understand the Maryland School Assessment Program and the Maryland and MCPS Standards and Curriculum and the requirements of Title I
- ✓ Provide materials and parent trainings/workshops to help parents improve their children's academic achievement
- ✓ Provide training for staff about how to work with parents as equal partners
- ✓ Work with other agencies and programs that support parental involvement, such as Special Education, ESOL, Linkages to Learning, Judy Center, Health Department and Library
- ✓ Communicate information in a format and language that parents can understand whenever possible
- ✓ Provide reasonable support so parents may participate in school activities as much as possible, such as transportation and childcare
- ✓ Fund a parent community coordinator to work with parents and students in the school
- ✓ Invite specific families for small group workshops that meet specific needs of their children for home support ideas

Accessibility
- ✓ Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless
- ✓ Provide information in a format and language such parents will understand to the greatest extent possible

Parent Information Resource Center (PIRC)
- ✓ Inform parents about the Maryland Parent Information Resource Center and conferences

In order to get feedback on the parent compact for 2010-2011, we are setting up a "conversation table" at Back to School Night where this document will be available in English and Spanish. Parents will be asked to look over this document and confirm its relevancy in its current form or provide feedback on possible updates or revisions. The parent community coordinator or other staff member will be available at the conversation area to share information with parents and discuss their ideas. Parents will also have the opportunity to take a feedback sheet with them and review the document on their own time and write comments and ideas which will be returned to the parent community coordinator and forwarded to the Family Involvement Committee. The compacts are also distributed at our parent conferences to ensure each family has their own copy of this document. We also try to include the parent compact on agendas of our first quarter parent meetings/ trainings to heighten awareness and get feedback.

Parent Involvement Committee Members
2010-2011

*John Alcoba – Parent Community Coordinator	*Crystal Bobo – Kindergarten Teacher
Amy Blasko-Brooks – Kindergarten Teacher	Brooke Kotick – Speech Pathologist
Kali Hirschy-Houck – Kindergarten Teacher	Barbara Pequet – Reading Recovery Teacher
Amanda Keller – First Grade Teacher	Sandra Howell – Media Center Specialist (Long-Term Sub)
Palak Vyas – Second Grade Teacher	Sivan Kromelian – Music Teacher
Sally Fasman – PEP Parent Educator	Andrew Pompei – Physical Education Teacher
Elizabeth Karlsson-Mitchell – PEP Teacher	Lillian Gascon – Paraeducator
Stephanie Smith – PEP Teacher	Tamara Biggs – Parent
Sandra West – ESOL Teacher	Jean Townsend – Parent
Susan Ginsberg – Title I	

* Committee Co-Chair persons

Montgomery Knolls ES Parent Involvement Action Plan

Montgomery Knolls Elementary School   **Date: October 2010**

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
General Requirements					
1. Involve parents in the decision making process regarding how funds reserved for family involvement are being spent.	Parent Involvement Committee (PIC) Administration Title I Specialist	Survey feedback Budgets	**S**ign in **A**genda **N**otes **E**valuation (SANE)	Ongoing Administration Parent Involvement Committee	
2. Review, revise and distribute the parent involvement plan annually to meet the changing needs of the parents in the school.	PIC School staff Administration Parent Community Coordinator (PCC)	Parent Involvement Plan Feedback	SANE Feedback	Ongoing Parent Involvement Committee	
3. Conduct parent meeting to disseminate information about the school's Title I schoolwide program and parental rights.	Title I Specialist	Title I Specialist Interpreter	SANE	October/November Title I Specialist	
4. Involve parents in planning, reviewing and improving the school's parent involvement program	PIC PCC	Survey feedback	SANE	Ongoing Parent Involvement Committee	
5. Develop/revise/disseminate school-parent compact which identifies actions in which the parents, school staff, and students will engage to share the responsibility for improved student achievement.	PIC Administration Title I Specialist Parents Teachers Students	School-Parent Compact Template	School-Parent Compact Sign off from parents School Improvement Plan	November 1 Title I Specialist	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Building Capacity					
6. Plan and implement parent information meetings on the following topics: a. Maryland School Assessment Program b. Maryland and MCPS Standards and Curriculum c. How to Support Reading and Math at Home d. How To Support ESOL students in reading and Math at Home and School e. Parent Meeting on Special education Services	Title I Specialist PIC School staff	PowerPoint Parent Notification Interpreter Babysitters ConnectEd	SANE	Ongoing Title I Specialist	
7. Provide training to staff on the importance of family involvement and effective practices in conducting parent-teacher conferences	Staff Development Teacher Title I Specialist	Research articles Handouts	SANE	Mid November Title I Specialist	
8. Work with other agencies and programs that support parental involvement	PCC School Counselor Administration Teachers	Contact person at the agency/program	Flyers Meeting notes	Ongoing PCC School Counselor	
9. Communicate information to parents about school programs, meetings, and other activities in multiple languages as appropriate. (i.e., school newsletters, flyers, meeting notices, etc.)	Administration School secretary Teachers PCC DFCP Title I Specialist	Interpreter Language Line School newsletters Notices ConnectEd Translation equipment School website	Newsletters Notices Handouts to parents ConnectEd	Ongoing Title I Specialist	
10. Provide reasonable support so parents may participate in school activities as much as possible (i.e., transportation, babysitting)	Administration PCC	PTA Interpreter PIC Babysitters	SANE Flyers	Ongoing PIC Title I Specialist	
Accessibility					
11. Provide additional support for parents with limited English proficiency, parents with disabilities, or parents who are homeless	Administration School Counselor PCC	Interpreter School Counselor ESOL teachers	SANE Flyers	Ongoing PIC Title I Specialist	

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (include evaluation of processes for effectiveness and efficiency)
Other					
12. Inform parents about the Maryland Parent Information Resource Center	PCC Title I Specialist	Flyers School website	Newsletters	November 1 Title I Specialist	
13. Involve parents as active participants in the planning, review, and revision of the School Improvement Plan.	Administration PCC Title I Specialist	Accessible schedule Interpreter	SANE	July-September Review due quarterly to OSP	
14. Bi-weekly parent gatherings to provide academic, community, and resource information in collaboration with Linkages to Learning.	PCC Linkages Title I Administration	Flyers Connect Ed	SANE	Monthly September - June	
15. Provide increased opportunities for parents' involvement, by holding meetings in more geographically accessible locations. Parent coffees may be held at Nob Hill apartments as well as Linkages sponsored bi-lingual coffees in both English/Spanish and English/Vietnamese. At Principal Coffees, information will be presented on student achievement in reading, math and writing. Additionally, strategies will be shared with parents on how to help students at home.	PTA Representatives Linkages Parent Community Coordinator	Linkages workshop plans& materials PCC for presentation and translation	SANE	Quarterly FIC meeting to review evaluation feedback	
16. Provide training for parents on effective training through "Common Sense Parenting." Parents will participate in the six-part series of workshops that will be held at MKES.	PTA Representatives Linkages Parent Community Coordinator	Principal Counselor	Workshop materials Research based literature Parent Handouts	Workshop Evaluations/ Parent Feedback following each session	
17 Small group parent workshops that are by invitation to address specific needs of students not meeting benchmarks in reading or math	Qrtr 2 (Fall) Qrtr 3 (Winter)	Parent personal invites Rdg/ Math Materials	Qrtr 3 parent / tchr check in	December 1 January 24	

POLICY
BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA, ABA-RA, ABC-RA, ACG, BFA, BMA, FAA, IEA, IEB, IED, IFB,
IGP-RA, IRB-RA
Responsible Office: Communications and Family Outreach

Parent and Family Involvement
A. PURPOSE
3. The Board of Education (Board) is committed to promoting meaningful family-school partnerships   as an essential component to students' academic success.

4. The Board encourages parent and family involvement in the school community to support children's education, healthy development, and well-being. Montgomery County Public Schools (MCPS) will take actions to promote family involvement efforts that encompass the diversity of the community.

B. ISSUE
Research indicates that family involvement in education has a positive effect on student learning and   healthy development and is an important strategy in reducing achievement gaps. Additionally, meaningful and effective home-school partnerships help to ensure a safe and respectful learning environment.

C. POSITION
1. The Board supports the development of parent and family involvement programs and services that are comprehensive and linked to student learning and based on, but not limited to, the National Standards for Family-School Partnerships:
    a) Welcoming all families into the school community—families are active participants in the life of the school, and feel welcomed, valued and connected to each other, to school staff, and to what students are learning and doing in class.
    b) Communicating effectively—families and school staff engage in regular, meaningful two-way communication about student learning.
    c) Supporting student success—families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

d) Speaking up for children—families are empowered to advocate for their children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

e) Sharing power—families and school staff are important and valued partners with unique information regarding decisions that affect children. Families and school staff together inform, influence, and create policies, practices, and programs including full engagement in the school improvement process.

f) Collaborating with community—families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

2. All MCPS employees are expected to promote and demonstrate a commitment to parent and family involvement.

D. DESIRED OUTCOME
All MCPS staff will collaborate with families to build strong family-school partnerships.

E. IMPLEMENTATION STRATEGIES
1. The superintendent of schools will review existing policies and procedures, and develop necessary regulations and procedures to support this policy.
2. The superintendent of schools and the Board of Education will monitor the milestones and data points associated with Goal 3: Strengthen Productive Partnerships for Education in the MCPS Strategic Plan.
3. The Board provides opportunities for parents and other members of the public to provide feedback through public comments at Board meetings, written and e-mail correspondence, service on advisory committees, and participation in public hearings and community forums. Feedback from a broad spectrum of our diverse community is integral to the processes of developing and revising school system policies, strategic planning, budget development, and implementation of school district initiatives.

F. REVIEW AND REPORTING
This policy will be reviewed 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, amended by Resolution 417-10, July 26, 2010.

Montgomery Knolls Elementary Parent Compact

Effective schools are a result of families and school staff working together to ensure that children are successful in school. A compact is a voluntary agreement between these groups that firmly unites them. You are invited to be involved in this partnership.

Shared Responsibilities for:	School Staff	Parent	Student
High quality curriculum and instruction	As a school, we expect all students to meet or exceed the MCPS grade level standards and the Maryland Voluntary State Curriculum (VSC). We will: • review assessment results to determine strengths and needs of students • use the MCPS curriculum to plan instruction that will improve students' academic performance • give students timely feedback and opportunities to show what they know • provide interventions and accommodations to support instruction • provide after school programs and extended year activities • *analyze formal and informal assessments to determine strengths and needs of students.* • *plan instruction that helps to improve students' academic success, helping them to reach higher levels of performance.*	As a parent, I will support education and believe that my child can reach high goals. I will: • talk to my child about what is happening in school and about the importance of working hard in school • make sure my child goes to school every day on time • make sure my child does homework and schoolwork regularly • *discuss the importance of working hard to get the most out of school.* • *model good behavior and encourage learning opportunities.* • *recognize the strengths in the work that our childrendo* • *encourage a positive attitude toward school* • *ensure regular attendance* • *monitor the completion of homework.*	As a student, I will do my best and work hard. I will: • come to school on time prepared to learn • pay attention in class and ask questions when I don't understand • complete all of my assignments and homework • follow the rules of the school • *try hard and put in the extra effort needed to be successful* • *understand what I am expected to know and be able to do* • *follow school and classroom rules and expextations*
Parent-teacher conferences	As a school, we will: • hold at least one parent-teacher conference annually • assist parents in learning about ways they can help their children with homework and learning	As a parent, I will: • attend meetings about what my child is learning • ask questions about how I can help my child at home	As a student, I will: • know what is expected of me in all of my subjects • talk to my family about things I am learning in school • *talk to my family about my special interests* • *ask my teacher for help when I have problems with my schoolwork*
Communication/frequent	As a school, we will:	As a parent, I will:	As a student, I will:

Shared Responsibilities for:	School Staff	Parent	Student
progress reports	• communicate with families about high academic standards, student progress and the school's overall performance • communicate with families in a language that they can understand, when possible • communicate with parents and students about academic progress and behavior through interims, report cards and parent-teacher conferences • provide frequent communication through announcements, newsletters, and the school website to keep families informed of upcoming events	• attend Back-to-School events, parent-teacher conferences and other school-sponsored programs • communicate any concerns about my child's learning • tell the teacher or school when I do not understand something that is sent home	• talk to my family about things I like about school • ask my teacher for help when I have problems with my schoolwork/homework • share all schoolwork and notices with my family • *share my data notebook with my family*
Accessibility	As a school, we will: • provide reasonable access to the school staff • maintain the parent resource room as a friendly place for parents to meet, talk, and learn about their child's education	As a parent, I will: • attend PTA meetings, parent trainings, and other special activities • ensure that the school will be able to reach me at any time	As a student, I will: • help other students • respect all students and adults
Opportunities to be involved/volunteer	As a school, we will: • encourage all families to volunteer and be involved in the school • provide parents with opportunities to give input about the school climate and instructional program through the School Improvement Team, the Parent Involvement Committee and school surveys • encourage parents to participate in their child's education through PTA events, Curriculum Nights, conferences, and volunteering • collaborate with Linkages to Learning to provide training and support for parents	As a parent, I will: • volunteer for at least one activity during the school year (helping in the classroom, supporting special activities at school, chaperoning a field trip) • join school committees, such as the Parent Involvement Committee or the School Improvement Team	As a student, I will: • get involved in projects that will help my school and community • *help other students in their learning (such as by being a reading buddy for younger students or siblings)*

Documents related to Coordination and Integration of Federal, State, and Local Funds begin on next page

Division of Title I Programs
Title I, American Recovery and Reinvestment Act of 2009 Funds
Schoolwide Programs with Full-Day Head Start
School-Based Allocation Chart for Fiscal Year 2011
Montgomery Knolls Elementary School

GENERAL INFORMATION

CELL DEFINITION

Blue Cell - School-based Title I allocation
Green Cell - Central Title I allocation and not part of your school-based allocation
Yellow Cell - Blank - Schools indicate the number of FTE positions or dollar amount based on the needs of the school
Orange Cell - Schools on the "watch list" for school improvement. This cell contains the required professional development funds that were deducted from the amount in the **blue** box.

DIRECTIONS

Complete the **yellow** cell.

Funds not used for positions, will be available for non staffing expenditures.

If you over-spend your allocation, the instructional materials amount at the bottom of the page will turn pink. **If this happens, you must go back and decrease the numbers in the yellow cells until the instructional materials cell is no longer pink.**

Based on the number of FARMS students and a Per Pupil Allocation (PPA), your school has been allocated the following funds to budget:		**$447,278.50**
Indicate the FTE for professional staff allocation:	3.300	$380,074.20
Indicate the FTE for paraprofessionals allocation:	0.000	$0.00
Indicate the FTE for a parent community coordinator (PCC):	1.000	$58,265.00
*Head Start Positions		
Head Start Teacher (.4 FTE per position)	0.400	
Head Start Paraeducator (.275 FTE per position)	0.275	
Head Start Paraeducator (.250 FTE per position)	0.250	
Required NCLB central family involvement allocation:		$7,345.13
School-based funds added to central NCLB family involvement allocation:		$0.00
Comments:		
FTE and staff name if you are going to fund a PCC position from family involvement		
School-based funds moved to Extended Day:		$0.00
School-based funds moved to Schoolwide Initiatives (maximum 10%):		$7,988.20
Required school-based Professional Development for schools in improvement (minimum of 10%)**:		**$0.00**
School based funds moved to Professional Development:		$0.00
Comments:		
FTE and staff name and the position name		
These funds are available for general instructional materials: **(All orders are due by November 12, 2010)**		$951.10

Principal Signature	DTP, Director Signature	OSP, Community Superintendent Signature
Date	Date	Date

*The following positions are centrally allocated.
**10% set aside for schools on the MSDE "watch list" or in school improvement, corrective action, or restructuring as required by NCLB.

Position Costs(includes 43% benefits):	
1.0 FTE Teacher	$115,174
1.0 FTE Paraprofessional	$50,355
1.0 FTE PCC	$58,265

Division of Title I Programs
Title I, American Recovery and Reinvestment Act of 2009 Funds
Family Involvement Budget for Fiscal Year 2011
Montgomery Knolls Elementary School

This Budget Planning form is required for each school's family involvement funds as a part of the School Improvement Plan. This planning form is to be used as a tool to summarize and identify object costs. Boxes shaded in green will automatically be calculated.

Family Involvement Allocation: $7,345	**Funds from School-based Allocation:** $0	**Total Funds for Family Involvement:** $7,345	**Amount Remaining:** $0.00	

ACTIVITY DESCRIPTION	FTE	Yearly Salary	Cost for FTE	43% Benefits	Total Position Cost	Number of Days/ Nights	Number of Hours	PROFESSIONAL Number of MCPS Staff ($20/hour and $1.60 benefits)	SUPPORTING SERVICE Number of MCPS Staff ($15/hour and $1.20 benefits)	Number of MCPS Child Care Staff ($10/hour and $0.80 benefits)	Number of MCPS Translators ($20/hour and $1.60 benefits)	ENTER DOLLAR AMOUNT Contractual (Non-MCPS Employees) (babysitters, translators, interpreters)	Facility (Building Use)	Materials	Shipping (Maximum 10%)	Food (Maximum 10% of Total Allocation)	Taxi Coupons	Transportation (To determine amount for this cell, use computation area below.)	TOTAL
			$0	$0	$0														$0
Integrated Academic Spring Smithsonian Trip						1	4	5	2					$75	$8			$217	$861
Literacy Night						1	1.5	9	0		2			$75	$8				$439
Math Night						1	1.5	9	0		2			$75	$8				$439
Grade Level Family Nights-Writing Focus						3	3	21	1		2			$385	$39				$5,041
Enrichment Family Night (PADI)						1	1.5	9	1		0				$0				$316
NCLB ACT REQUIRED ACTIVITIES																			
Annual Title I Information Meeting															$0				$0
State Academic Standards Information Meeting															$0				$0
Maryland State Assessment Information Meeting															$0				$0
MCPS Curricula Information Meeting															$0				$0
ESOL Family						1	1	5			2			$90	$9				$250
Special Education Families															$0				$0
TOTAL	0.000		$0	$0	$0	8	12.5	58	4	0	8	$0	$0	$700	$70	$0	$0	$217	$7,345

To calculate transportation costs:

Event	Driver Hours @ $22.60/hour	Number of Miles (10 mile minimum) @ 1.00 per mile	Monday- Friday Half hour Refuel Charge	Total
	0	0	0.5	$11
Event	Driver Hours @ $34.95/hour	Number of Miles (10 mile minimum) @ 1.50 per mile	Saturday Refuel Charge Half hour Refuel Charge	Total
Saturday Spring Field Trip	4	30	0.5	$202

Principal Signature   **DTP, Director Signature**   **OSP, Community Superintendent Signature**

Date   **Date**   **Date**

Please return by _____ to _____ at _____

Division of Title I Programs
Title I, American Recovery and Reinvestment Act of 2009 Funds
Schoolwide Initiatives Budget for Fiscal Year 2011
Montgomery Knolls Elementary School

This Budget Planning form is required to be submitted for each school choosing to use schoolwide initiatives funding. This planning form is to be used as a tool to summarize and identify object costs. Boxes shaded in green will automatically be calculated.

Title I Schoolwide Initiatives Allocation:	$7,988		Total Funds for Schoolwide Initiatives:	$7,988	Amount Remaining:	$0.00

EXPENDITURE DESCRIPTION	Number of Trainers	Trainer Planning 1 Hour per 2 Hour Presentation Stipend ($30+2.40= 32.40)	PROFESSIONAL Number of Participants Stipend ($20+1.60=21.60)	SUPPORTING SERVICES Number of Participants Stipend ($15+1.20=16.20)	Number of Hours per Day	Number of Days/ Sessions	Number of Substitutes ($125.37+10.03=135.40)	ENTER DOLLAR AMOUNT Consultants (Non-MCPS Employees)	Materials	Shipping (10%)	Equipment	Dues, Fees, and Registration	TOTAL
													$0
													$0
Quarterly Long-range Planning					3	7							$2,843
School Improvement Meetings					4	2.5							$1,354
TEAM/Team Planning & Communication meetings		3	24		6	1							$3,110
Summer School Improvement Meetings		3	3	3	3	2							$680
													$0
													$0
										$0			$0
										$0			$0
TOTAL		6		3	10	10		$0	$0	$0	$0	$0	$7,988

Principal Signature

DTP, Director Signature

OSP, Community Superintendent Signature

Date

Date

Date

Please return by _____ to _____ at _____

Coordination and Integration of Federal, State and Local Programs and Resources

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 Enrichment teacher and a half time math content coach. These positions are funded using Title I funds. Additionally, the school will fully implement the Reading Recovery program using a half time position provided to the school. Using Title I funding, students will participate in extended learning opportunities during the summer. This year the decision was made to combine funds from the MKES School based Title I allocation to fund a math focus teacher and Enrichment teacher.

Montgomery Knolls Elementary School has a full-time Parent Community Coordinator who performs instructional support work involving parents and the community. His roles and responsibilities include, but are not limited to:

- Planning, recommending and implementing programs to involve parents and the community in school affairs
- Identifying community needs that can be met using school resources
- Identifying and developing community and other resources for supporting school programs
- Serve as a liaison for Montgomery Knolls parents and children and assist parents in utilizing available community and county services.

Our school also receives programming from Comcast to provide our second graders with the Ruth Rales Reading Program which provides them with books for home and tutoring to enhance comprehension. This is part of our extended day offerings focusing on our students who are in need of reading reinforcement based on assessment.

Montgomery County Public Schools provides us with the following instructional staff allocations:

Pre-K - 1 class (half day a.m. /p.m.)
PEP – 5 classes/ 6 teachers   (2 are .5)
Kindergarten – 6 classes/ teachers
First Grade – 7 classes/ teachers
Second Grade – 7 classes/ teachers
Resource – 1 Teacher
Speech Pathologist - .7 Teacher
ESOL – 5 Teachers
Reading Recovery - .5 teacher
Paraeducators – 2

Division of Title I Programs
Title I, American Recovery and Reinvestment Act of 2009 Funds
Allocation Grid for Fiscal Year 2011
See next page

		Budgeted	Authorized	(List all FTEs using the authorized allocation column only)					Subject of Grade	Highly Qualified (HQ) /

Elementary School: Montgomery Knolls

School # 776

Principal: Ms. Deann M. Collins

Community Superintendent: Ms. Bronda Mills

Professional Teaching Positions-FTE

Position	Class	FTE (Budgeted)	FTE (Authorized)	Project	*Central	Assigned	Employee ID	Subject of Grade	Highly Qualified (HQ) /
Focus Teacher	1031	3.300						INSTS	
Reading, Writing, & Math Focus Teacher			1.000	7323		Mary Michaels	51175	INSTS	HQ
Math Content Coach & Math Focus Teacher			1.000	7323		Courtney Brophy	75129	TMATH	HQ
Reading Focus Teacher			1.000	7323		Panthea Mitchell	39357	TRDNG	HQ
Reading & Writing Focus Teacher			0.300	7323		Christine Elrod	44630	INSTS	HQ
Pos Class Code 1031 Sub Total		**3.300**	**3.300**						
Head Start Teacher	1101	0.400	0.400	7323	X	Karen Kielman	37102	TRDNG	HQ
Pos Class Code 1101 Sub Total		**0.400**	**0.400**						
TOTAL PROFESSIONAL TEACHING POSITIONS		**3.700**	**3.700**						

Clerical/Other Support Staff-FTE

		Budgeted	Authorized	(List all FTEs using the authorized allocation column only)				Grade	**Qualified

Position	Class	FTE (Budgeted)	FTE (Authorized)	Project	*Central	Assigned	Employee ID	Grade	**Qualified
Parent Community Coordinator	6500	1.000	1.000	7323		John Alcoba	49758	INSTS	HQ
Pos Class Code 6500 Sub Total		**1.000**	**1.000**						

Educational Assistant-FTE

Position	Class	FTE (Budgeted)	FTE (Authorized)	Project	*Central	Assigned	Employee ID	Grade	***Qualified
Focus Paraeducator	6604	0.000						INSTS	
								INSTS	
								INSTS	
Pos Class Code 6604 Sub Total		**0.000**	**0.000**						
Head Start Paraeducator	6700	0.275	0.500	7323	X	Vilma Regnifo	59862	INSTS	HQ
Head Start Paraeducator		0.250	0.025	7323	X	Fran Moran	51731	INSTS	HQ
Pos Class Code 6700 Sub Total		**0.525**	**0.525**						
TOTAL CLERICAL/OTHER SUPPORT STAFF		**1.525**	**1.525**						

SUBMITTED BY

Principal Signature   DTP, Director Signature   OSP, Community Superintendent Signature

Date   Date   Date

Notes:

Management, Budget & Planning :   Change-   Monthly Changes: ☐ Change

        ☐ No Change

* Central vs School based allocation

**Refer to Certified Employee List (Data Warehouse) to confirm highly qualified status

***Please verify with staffing specialist

Please return by _____ to _____ at _____

Dept	Department Title			
	blank			

Measurement, Analysis, and Knowledge Management

Measures to Include Teachers in Decisions Regarding the Use of Assessment

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

- Pine Crest staff will use their "School Data Notebook" to shift the focus from classroom ownership to both grade and school ownership of student performance.

- MKES will continue to use individual student data notebooks this year which will be shared with parents quarterly.

- Quarterly grade level data chats with administration and instructional leadership staff take place that monitor individual student achievement. Monitoring tools are placed on the schools' Tshared folder so that all staff can access information about student achievement electronically.

- Teachers will participate in reading and math walk throughs

- Teacher planning is focused on individual student results and framed by the four critical questions:
- What do students need to know and be able to do? *Curriculum*

- How will we know they have learned it? *Formative, summative assessments*

- What will we do when they haven't learned it? *Teaching: cycle of instructional support*

- What will we do when they already know it? *Acceleration*

    o At MKES grade level teams have daily dedicated common planning time to consider these questions and individual student results as a team.

    o At PCES grade level teams are provided with monthly grade level planning through team meetings and a quarterly team time release time for this purpose.

Process Management

At **Montgomery Knolls**, it is essential that we monitor all of our subgroups closely based on the fact that the majority did not meet the AMO in reading and math. We have made adjustments to the time dedicated to data meetings and staff to staff communication to ensure we maintain a close watch on student achievement.

Our school leadership team analyzes the MSA reading and math data and the Terra Nova 2 data. This information is shared with the entire school staff and at joint school improvement team meetings with Pine Crest Elementary.

The academic goals, intervention programs, action plans, and staff development plans that will be needed to successfully complete our goals are shared with the entire staff though grade-level and vertical articulation meetings.

The School Improvement Team meets once a month and monitors the progress of the School Improvement Plan. Joint School Improvement Team meetings are held with Pine Crest to monitor the joint SIP. Grade levels and specialists teams meet weekly to monitor their action plan.

See Staff Development Plan
See Reading Action Plan
See Math Action Plan
See BENK Interventions Plan
See Parent/Family Involvement Plan

At **Pine Crest**, members of the school community engage in various levels of discussion to monitor school/student performance. Holistically, the school has focused our energy around 7 spokes of a wheel: data driven decision making, family and community involvement, consistent high expectations, professional development, curricular content, critical questioning and differentiated instruction. Each spoke has been defined by the staff for expectations and will be re-examined by teams and as a school throughout the school year.

Data based Decision Making
- Teamwork
- Grade-level sharing
- Using data for instruction
- Assessment techniques
- Communication about students
- Efficient use of time
- Technology

Family and Community Involvement
- Family involvement
- Increase family involvement – understanding outside influences
- Home and school partnerships
- Constant interaction and communication within the community
- Collaboration
- Climate
- Emotional support

Consistent High Expectations
- A place where students want to come to learn
- Safe environment
- School-wide behavior expectations and code of conduct
- Student ownership and responsibility
- Goal setting with students
- High expectations for all students

- Motivation
- Consistency
- Feedback

Professional Development
- Professional development related to how students learn concepts
- Staff development that addresses the needs of the learning community
- Professional development
- Technology

Curricular Content
- Reading priority and make it enjoyable for kids
- Vocabulary
- Math
- Basic learning skills
- Conceptual teaching and learning
- Instructional delivery enhanced with real life connections
- Technology

Critical Thinking
- Provides learning that is meaningful, enduring, functional, and applicable
- Increase teacher/student comprehension, critical thinking, vocabulary,
- Questioning skills/strategies
- Critical thinking

Differentiation
- Culture of respect and responsibility
- Knowing our students
- Recognizing the whole child
- Embracing student diversity
- Provide modifications for students in specific populations
- Teach relevant/meaningful lessons that help student achievement
- Differentiated instructions with high expectations for all
- Be engaged in learning
- Technology

Data-based decision making

Differentiation

African American Reading

Student Achievement

Professional Development

Family and Community Involvement

Technology

Consistent High Expectations

Critical Thinking