

Title I School Improvement

Washington Grove ES



Montgomery County Public Schools

Division of Title I and Early Childhood Programs and Services

2017–2018

<p style="text-align: center;">Title I School Improvement Plan</p> <p style="text-align: center;">Table of Contents</p>	<p style="text-align: center;">Page</p>
<p>School Improvement Overview</p> <ul style="list-style-type: none"> • Linkages Chart • School Improvement Team Members • SIP Meeting Dates 	<p style="text-align: center;">4</p> <p style="text-align: center;">5</p> <p style="text-align: center;">6</p>
<p>Comprehensive Needs Assessment</p> <ul style="list-style-type: none"> • Narrative and Data ○ Five Data Sources 	<p style="text-align: center;">7</p> <p style="text-align: center;">7</p>
<p>Schoolwide Reform</p> <ul style="list-style-type: none"> • Learning Progression • Literacy/Math Action Plans • Customized Intervention Strategies 	<p style="text-align: center;">24</p> <p style="text-align: center;">35</p> <p style="text-align: center;">40</p>
<p>Title I, Part A Budgets and Staffing Allocation Grid</p>	<p style="text-align: center;">41</p>

**Washington Grove
Elementary School
2017-2018**

**Baldridge School
Improvement Linkages
Chart
*Integrating & Elevating
Equity Work***

**STUDENT AND
STAKEHOLDER FOCUS**

WGES examined student performance data and voice data from teachers and students. As a result of the root cause analysis, it was revealed that *our Hispanic and ELL students need daily, data driven, and differentiated instruction in math.*

**FACULTY AND STAFF
FOCUS**

High-quality and ongoing professional development for all staff, including leaders, will be based on our instructional focus. Teachers will:

1. Effectively implement purposeful and intentional small group instruction in math that is differentiated for all learners resulting in measurable progress.
2. Continue to build background knowledge using related math vocabulary to teach foundational math skills.
3. Include daily strategy instruction to increase intellectual rigor and structures to support independent learning.

LEADERSHIP

Washington Grove Elementary School Vision

WGES will be a nurturing community of learners in which students, staff, families, and community partners collaborate to foster a culture of citizenship and lifelong learning.

Washington Grove Elementary School Mission Statement

In order to realize our vision, we pledge to:

- Recognize and celebrate the unique diversity of all student and adult learners
- Communicate and hold all students and staff to high expectations for teaching and learning
- Monitor student achievement data closely and intervene appropriately
- Communicate regularly and in a timely manner with students, families, and staff
- Partner with families and community members to provide meaningful support to our students

STRATEGIC PLANNING

Based on the analysis of mClass, PARCC, MAP-R, MAP-P, and MAP-M data, WGES will meet the following goals:

Literacy Goals

- 93% of all Kindergarten students will meet or exceed the end-of-year two-way immersion benchmark by Spring 2018.
- 71% of all Grade 1 Hispanic students will achieve at least two literacy measures as calculated in the Evidence of Learning framework.
- 69% of all Grade 2 Hispanic students will achieve at least two literacy measures as calculated in the Evidence of learning framework.
- 70% of all Grade 3 Hispanic students will achieve at least two literacy measures as calculated in the Evidence of Learning framework.
- 74% of all Grade 4 Hispanic and male students will achieve at least two literacy measures as calculated in the Evidence of Learning framework.
- 57% of all Grade 5 Hispanic students will achieve at least two literacy measures as calculated in the Evidence of Learning framework.
- 40% of students, with an emphasis on ELL students, will have met or exceeded level 4 as measured on the PARCC by 2023.

Mathematics Goals

- 65% of all kindergarten students will meet or exceed the end of the year MAP-R RIT score of 159.
- 53% of all Grade 1 ELL students will achieve at least two mathematics measures as calculated in the Evidence of Learning framework.
- 62% of all female Grade 2 students will achieve at least two mathematics measures as calculated in the Evidence of Learning framework.
- 52% of all African American Grade 3 students will achieve at least two mathematics measures as calculated in the Evidence of Learning framework.
- 42% of all Hispanic Grade 4 students will achieve at least two mathematics measures as calculated in the Evidence of Learning framework.
- 35% of all Hispanic and ELL Grade 5 students will achieve at least two mathematics measures as calculated in the Evidence of Learning framework.
- 35% of students, with an emphasis on ELL students, will have met or exceeded level 4 as measured on the PARCC by 2023.

PERFORMANCE RESULTS

mClass	2015	2016	2017
K	87%	89%	89%
1	79%	52%	53%
2	71%	69%	63%
MAP-R	2015	2016	2017
3	60%	43%	53%
4	83%	38%	55%
5	74%	43%	49%
MAP-P	2015	2016	2017
K	31%	40%	52%
1	45%	21%	35%
2	65%	55%	57%
MAP-M	2015	2016	2017
3	69%	21%	31%
4	85%	13%	57%
5	72%	34%	37%

Trend Data: All Students Meeting or Exceeding Proficiency

**MEASUREMENT, ANALYSIS,
AND KNOWLEDGE
MANAGEMENT**

Multiple Measures of Accountability:

- Primary Reading (K-2) mclass
- MIRL & EMAT
- MAP-R, MAP-M, MAP-P
- Progress checks and written responses
- Common formatives
- Local school reading and math monitoring tools
- SLO monitoring
- Student/Teacher voice surveys
- Peer Visits, Informal Observations of Curriculum Study and Instruction

PROCESS MANAGEMENT

- Quarterly planning meetings for Pre-K to grade 5 teacher including ESOL and special education, and content specialists to study the curriculum and collaboratively plan long range instruction.
- K-5 staff will participate in weekly data driven collaborative planning (reading and math).
- Weekly CAP meetings to collaboratively develop strategic interventions and monitor supports for targeted students.
- The leadership team will meet monthly to determine school-based educational policies and ensure that resources are aligned to implement those policies. It will assist in the evaluation and assessment of educational programs and their impact on achievement

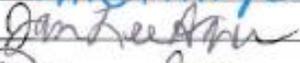
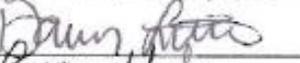
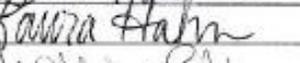
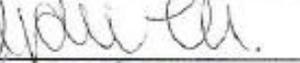
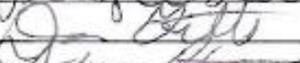
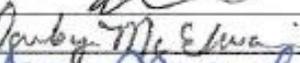
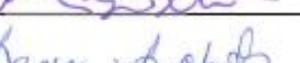
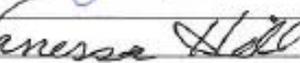
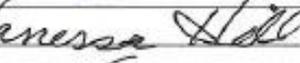
School Name: Washington Grove ES

Date: Sept. 20, 2017

School Improvement Team Information

Principal: Susan Barranger

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

Print Name	Signature	Position
Staff Members (required):		
Susan Barranger		Principal
Jason Snyder		Assistant Principal
Dawn Little		Staff Development Teacher
Laura Hahn		Reading Specialist
Sydni Mitchell		Special Education Teacher Pre-K Teacher
Karen Nejadi		ESOL Teacher
Sue Ginsberg		Title I Instructional Specialist
Holly Hesen		Primary Talent Development Coach
Cindy Alger		Grade 5 Team Leader
Judy Cobian		Grade 3 Team Leader
Dan Gattuso		Media Specialist
Shane Kurtz		Grade 4 Team Leader
Maria McClure		STEM Teacher
Darby McElwaine		Grade 2 Team Leader
Amy Mendez		Grade 1 Team Leader
Anne Moran		School Counselor
Maggie Moran		SEIU Representative
Nancy Nichols		Kindergarten Team Leader
Parents (required):		
Vanessa Hill		Parent
Emily Cavey		Parent

SIP Team Meeting Dates

On the lines below, please record the dates that the SIT will meet during the 2017–2018 school year to review the plan, monitor action plans, and identify next steps as needed.

As part of the Root Cause Analysis process, schools are expected to assess the impact of their instructional focus. Please indicate the dates of your **mid-year** and **end of year** SIP reviews.

Month	Leadership Meeting Date	Time of Meeting	School Improvement Plan Review (Check the boxes next to your SIP review dates)
July	July 1	9:00-3:30	
August	August 17	9:00-3:30	
September	September 20	8:05-9:05	
October	October 18	8:05-9:05	
November	November 15	8:05-9:05	✓
December	December 20	8:05-9:05	
January	January 17	8:05-9:05	
February	February 21	8:05-9:05	✓
March	March 21	8:05-9:05	
April	April 18	8:05-9:05	
May	May 16	8:05-9:05	✓
June			

Comprehensive Needs Assessment

The development of Washington Grove's 2017-2018 school improvement plan (SIP) and instructional focus began in January and February, 2017, as the Leadership Team met and analyzed mid-year data regarding student growth toward meeting the 2016-2017 SIP goals for reading and math. Before presenting the analysis, it is important to revisit Washington Grove's instructional focus for 2016-2017:

Our Hispanic, African-American, and ELL students need: a) daily, strategic, and differentiated small group instruction in reading and math; and b) culturally proficient teachers that nurture independent learners.

The instructional focus for 2016-2017 was created after two years of focusing on writing. In 2014-2015, our instructional focus was: "Students need daily opportunities for explicit, small group writing instruction tailored to their individual needs, across content areas." However, school leadership realized this instructional focus was too broad and narrowed the focus to a specific group of students. In 2015-16, our instructional focus was: "Our Hispanic ESOL students need: a) daily opportunities to engage in informational writing to demonstrate their understanding; and b) high expectations for their learning and performance."

At the January and February, 2017 Leadership Team meetings, members analyzed mid-year data regarding student growth toward meeting the 2016-2017 SIP goals for reading and math. Team members met in small groups and created summary statements based on the data. Below are several summary statements created as a result of analyzing the reading data:

- *"K-2 students are close to reaching their end-of-year literacy SIP goals."*
- *"We need to increase those meeting the goal, particularly in grades 3-5."*
- *"The data shows a lot of movement in the lower grades, but minimal movement in the upper grades within two marking periods."*

Following are summary statements created as a result of analyzing the math data:

- *"Three grade levels show no growth – 50% of the school."*
- *"Approximately 33% of 4th/5th grade students need to make growth to meet the end of the year milestones."*

Data analysis continued in February and March of 2017, as the Items Team (Principal, Assistant Principal, Staff Development Teacher, Counselor, Reading Specialist, Math Content Coach/Primary Development Teacher, and STEM teacher) prepared for the school's mid-year SIP review with the school's director.

Analysis of mid-year SIP review data indicated the following:

- First grade had the lowest percentage of students meeting or exceeding MAP-P or MAP-M benchmarks on the fall (less than 5%) and winter (18%) MAP assessments.
- Hispanic, Special Ed, and ELL students have fewer students meeting or exceeding MAP-P or MAP-M benchmarks on the fall and winter MAP assessments.

- First grade mClass and MIRL data indicated a minor change (less than 10%) of students meeting or exceeding proficiency from the beginning of the year to the middle of the year.
- Disaggregated mClass data from the middle of the year indicates Hispanic students have the lowest percentage (61%) of students meeting or exceeding proficiency. Sixty-one percent of Hispanic students met or exceeded proficiency, whereas 87% of Asian students and 92% of White students met or exceeded proficiency.
- African-American students significantly outperformed Hispanic and ELL students on mClass, MAP-R, and MAP-P/MAP-M mid-year assessments. Eighty-seven percent of African-American met or exceeded proficiency on mClass; however, 61% of Hispanic students did so. Fifty percent of African-American student met or exceeded proficiency on MAP-R, whereas 35% of Hispanic and 24% of ELL students met or exceeded proficiency. Thirty-two percent of African-American students met or exceeded proficiency on MAP-P/MAP-M; however, 24% of Hispanic and 19% of ELL students met or exceeded proficiency.

As a result, we must ask the following questions to guide instruction:

- If our focus students, Hispanic, African-American, and ELL students received *daily, strategic, and differentiated small group instruction in reading and math*, then why did African-American students outperform Hispanic and ELL students?
- Why does the first grade have the lowest percentage of students meeting or exceeding MAP-P or MAP-M benchmarks?
- Why was there little change in the first grade mClass and MIRL data from the beginning of the year to the middle of the year?

Washington Grove’s root cause analysis process examined data from focused classroom observations, student voice data, teacher voice data, student performance/work data, and school structures and processes.

Our focused classroom observations concentrated on observing homeroom teachers conducting morning meetings. These observations reflected cultural proficiency as it relates to our instructional focus which references developing “*culturally proficient teachers that nurture independent learners*” and build relationships with students by creating a classroom community. The goal of morning meetings is to create an environment that is intellectually and socially safe for learning and opportunities for student voice. We build classroom culture and learning through communal talk and task structures. Classroom rituals and routines support a culture of learning and use principles of restorative justice to manage conflicts and redirect behavior. The classroom observations yielded the following data:

- 85% of teachers use a greeting, meet with students in a group, and provide an opportunity for students to share
- 30% of teachers use equity sticks to randomly choose students to share

- 36% of teachers provided an opportunity for *every* student to share at morning meetings
- 21% of teachers use a curriculum based group activity

This data confirmed that we need to continue professional learning that examines practices, content, and strategies from, *Culturally Responsive Teaching and the Brain*, by Zaretta Hammond.

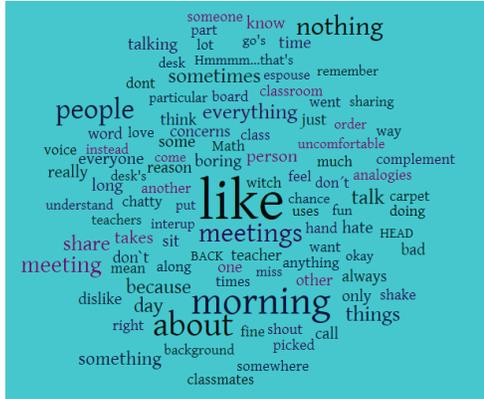
The information presented thus far, also supports the school decision to become one of two MCPS Title I elementary schools to adopt a two-way immersion model beginning in kindergarten this school year. This model will begin with kindergarten and add a grade level each year from 2017-18 through 2022-2023, when the entire school will implement the model for all students in all grades. The immersion model features two English taught kindergarten classes and two Spanish taught kindergarten classes. Initially, students spent one day in the English taught class and one day in the Spanish taught class, but this will be revised to follow the most effective practices as documented by the Center for Applied Linguistics (CAL). Beginning with the second marking period, students will receive instruction in both languages (50% English and 50% Spanish) each day. All Washington Grove staff have received professional development in this model and have been supportive during the initial implementation at the kindergarten level.

Student Voice Data

Student voice data and teacher voice data regarding morning meetings were collected via online surveys (Google forms). Third, fourth, and fifth grade students were surveyed. Eighty-nine responses were recorded. Student survey data indicated the following:

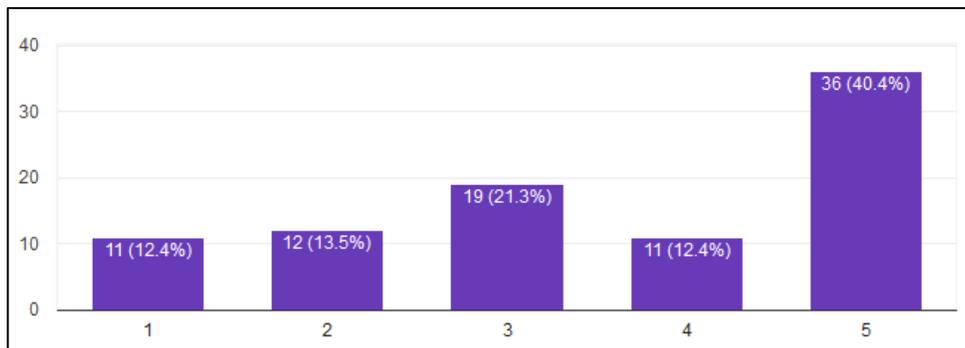
- For question #1 (What do you like about morning meetings?), 26 out of 89 responses liked the ability to share at morning meetings. Seven responses like the analogies. Others liked the slides, videos, and quotes. The word cloud to the right represents a summary of students' comments.



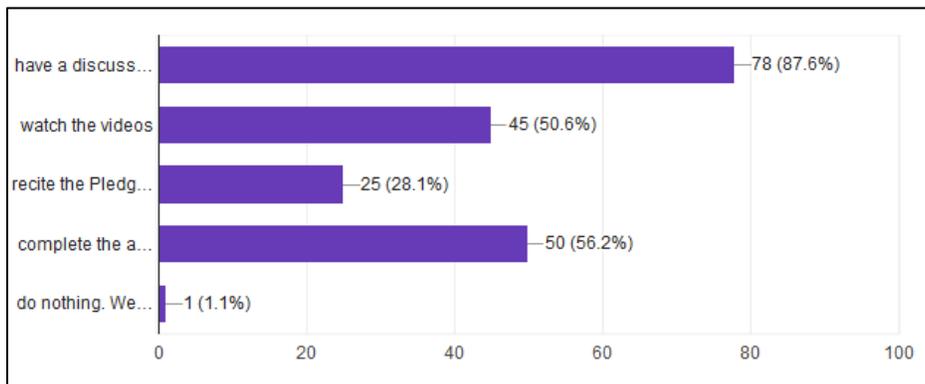


- For question #2 (What don't you like about morning meetings?), 33 of 89 responses indicated there was nothing they did not like about morning meetings. Some students indicated they did not like the fact that other students interrupted and talked during meeting time. The word cloud to the left represents a summary of students' comments.

- Eighty-eight percent of students indicated that they sit on the floor during meetings whereas 12% sit at their desk.
- Twenty percent of students responded that they often share during morning meetings. Sixty-seven percent responded they are sometimes selected to share, and 12% responded they are never chosen to share.
- The chart below indicates the range of replies for question #5 about greetings with #1 being "The same greeting is used every day" and #5 being "Different greetings are used every day":



- The chart below indicates the distribution of replies for question #6 regarding the use of slides:

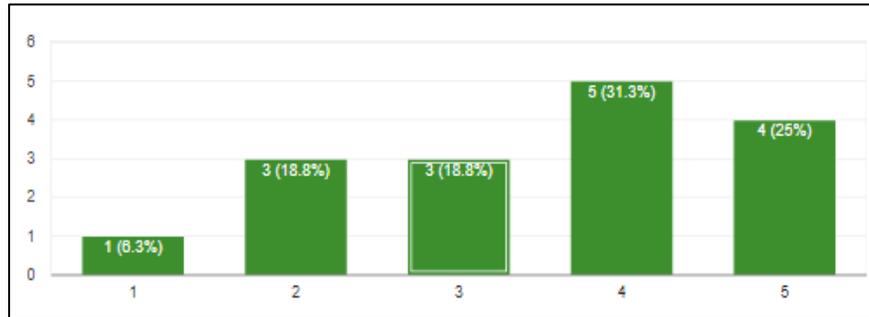


Teacher Voice Data

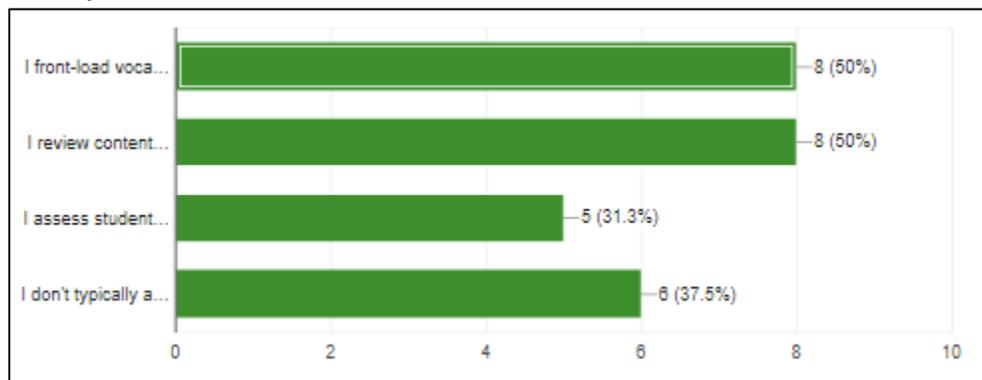
Sixteen teachers responded to the survey. The teacher survey was comprised of ten questions. Teacher survey data indicated the following:

- Question #1. What are some positive results that you've noticed in your classroom since beginning morning meetings?
 - *“Social skills have improved, taking turns naturally in conversation, oral language has improved”*
 - *“Increase in vocabulary, improved sentence structure, stronger relationships, increase in risk-taking”*
 - *“Critical thinking, more students comfortable sharing, respectful of one another”*
 - *“Our class operates as more of a family where students genuinely feel like they are a part of something.”*
- Question #2. What are some upgrades that would help you to make sure morning meetings are a useful tool in your daily schedule?
 - *“Nothing” (six responses)*
 - *“More videos with songs (in the slide)...kids seem to love those and gain something”*
 - *“I would love to have "guests" come in such as other teachers of specialists to tie together the "One Family" aspect.”*
 - *“I love them, but time is such a huge issue! :(” (four responses)*
- Question #3. What processes do you have in place to ensure that multiple and varied voices are heard during morning meetings?
 - *“The students greet each other every morning in a creative way. Their shares also encourage community.”*
 - *“Singing good morning songs where they interact with each other...Using names of classmates as the year has gone on...Encouraging use of good manners...Greeting each other with a smile, name and hello.”*
 - *“Students greet each other every morning, we review our schedule, students share their thoughts or concerns for the day, on certain days each student shares a compliment for another student in the class.”*
 - *“We greet each other daily, and when issues come up, we have brief discussions. At times we share what we've done over the weekend, etc.”*

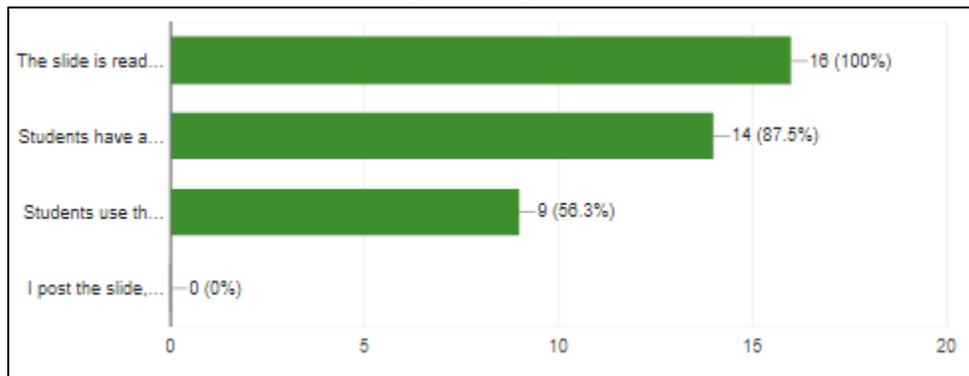
- Question #4. Greetings, with #1 being “I use the same greeting every day” and #5 being “I use a different greeting every day”:



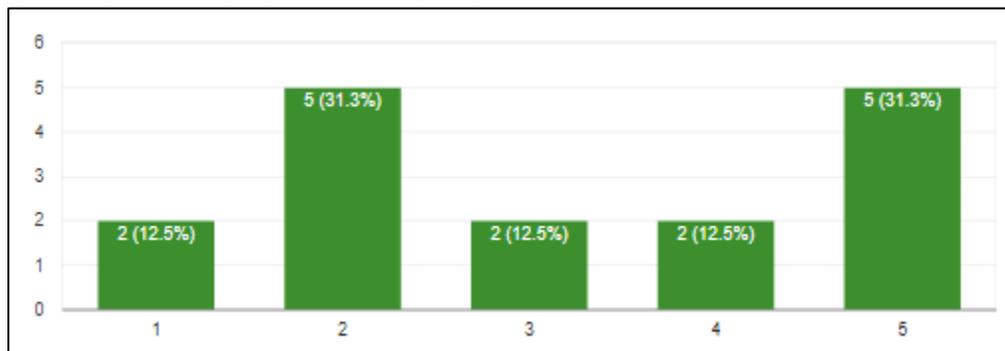
- Question #5. How do you use the information you learn from your students during the sharing component of a morning meeting?
 - *“I write down their interests so I can remember to act on it later.”*
 - *“To understand their feelings/behaviors, To check on knowledge of skills.”*
 - *“Helps me get to know the “whole” child.”*
 - *“I use it to build relationships with my students. I show my concern and care. I also apply what I learned about my students in my lessons.”*
- Question #6. Check all the ways you use academic content within your group activity time.



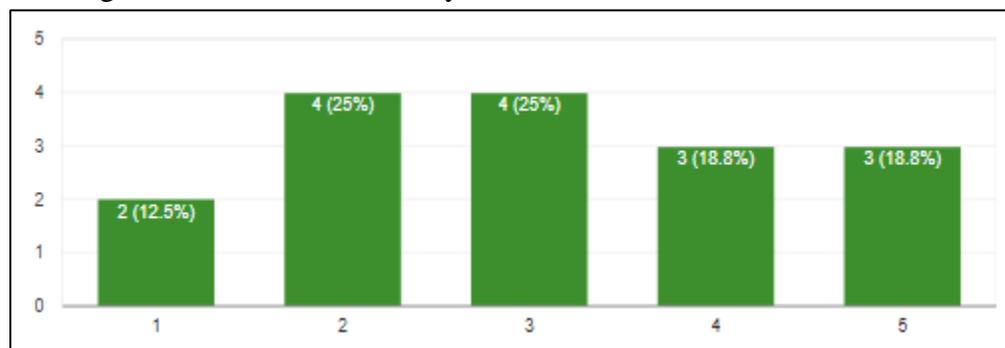
- Question #7. How is the morning meeting slide use?



- Question #8. I use the Morning Meeting Google Classroom as a resource for greetings, sharing options, and group activities. 1=Never 5=Consistently



- Question #9. I research and use other resources when planning my morning meeting. 1=Never 5=Consistently



- Question #10. Additional thoughts, comments, concerns
 - *“I love the morning slide links - the videos especially engage the class. I LOVED the Airbnb one because it's so short, but powerful. They were able to talk about what it means to them!”*
 - *“Thank you for providing the slides and for requesting feedback on the Morning Meeting.”*
 - *“We love the morning meetings, and hope they stay next year.”*

- *“I think it would be interesting/fun to do a morning meeting mash-up once a month(maybe first Friday) where you take kids into another classroom(does not have to be same grade) throughout the school and do a morning meeting together. It would create the sense of school community and also allow students to engage with a variety of ages.”*

The morning meetings and related data are representative of an effort to create a sense of community. Starting the day with a morning meeting sets the tone, lets students know they are in a safe place, and reinforces the idea that teachers and students are part of a school family. This effort will continue in year two with some adjustments. There was a structure put in place organized by the counselor with teacher input. The need for flexibility and an extension of culturally responsive interactions and introductory exercises will serve as enhancements for year two of this effort.

Curriculum Study Data

In April, 2017, the Leadership Team reviewed Curriculum Study data. The data revealed that 31% of grade level teams always used data driven conversations to drive instruction. Thirty-eight percent often did, and 23% sometimes did so. Eight percent of the respondents indicated their team rarely or never had data driven conversations about instruction.

Another section of the curriculum study questionnaire asked how teams use student data to determine differentiated instruction for teaching specific indicators. The results were: 22% - Always; 38% - Often; 31% - Sometimes; 9% - Rarely or Never.

Based on this information and the adjustments made to the MCEA contract, grade levels will customize their curriculum study/collaborative planning process in order to be more effective and meet the needs of their teams and students. Additionally, several data protocols will be shared with the Leadership Team and grade level teams to facilitate data driven conversations.

SIP Review

In May, 2017, the Leadership Team met to conduct a SIP review and analyzed the following reading and math data.

SIP Review Grades K-2 Reading and Math Data

Subgroups/Service Groups	White	Asian	African American	Hispanic	Multi	Special Ed	ELL
Exceeding Reading Level	94%	80%	91%	61%	100%	48%	66%
Meeting Reading Level Standard	5%	10%	0%	11%	0%	12%	11%
Not yet meeting Reading Level Standard	0%	10%	8%	26%	0%	40%	23%
Met MAP-P EOY Standard	74%	30%	53%	40%	20%	32%	38%
Did not meet MAP-P EOY standard	26%	70%	47%	60%	80%	68%	62%

SIP Review Grades 3-2 Reading and Math Data

Analyze the Reading and Math data for Grades 3-5. Note the number of students in totality in grades 3-5 for each box.

Subgroups/Service Groups	White	Asian	African American	Hispanic	Multi	Special Ed	ELL
Exceeding Reading Level	77%	60%	69%	49%	100%	29%	24%
Meeting Reading Level Standard	5%	6%	8%	6%	0%	6%	8%
Not yet meeting Reading Level Standard	17%	33%	22%	45%	0%	65%	67%
Met MAP-R EOY Standard	76%	66%	49%	37%	66%	30%	26%
Did not meet MAP-R EOY standard	24%	33%	51%	63%	33%	70%	74%
Met MAP-M EOY Standard	50%	66%	31%	21%	33%	9%	20%
Did not meet MAP-M EOY standard	50%	33%	69%	79%	66%	91%	80%

The following patterns/trends were noticed among subgroups:

- “[In grades K-2] Hispanic, Special Education, and ESOL students have fewer students reaching reading benchmarks.”
- “The large majority of students [in grades K-2] not meeting benchmark in reading are Hispanic/ESOL [students].”
- “Hispanic students are not meeting standard in reading and math across grades 3-5. Reading is stronger than math in all subgroups except Asian.”
- “Hispanic and African American students [in grades 3-5] do moderately well at meeting the instructional reading level, but their MAP-R scores do not correlate.”

Below are patterns/trends identified across content levels:

- “We have more student subgroups/service groups [in grades K-2] who are not meeting standard in Math when compared to reading.”
- “Our Special Ed and ESOL service groups [in grades 3-5] are not meeting evidence of learning measures in reading and math.”
- “Our African-American, Hispanic, ESOL and Special Education [subgroups in grades 3-5] have the largest deficiencies in both reading and math.”

Based on the Leadership Team’s analysis of student data in grades K-2, team members believed the school should focus “on ELL and Hispanic populations in both reading and math.” Conversely, analysis of data from Grades 3-5 led Leadership to believe the school should “focus on the same subgroups in the 2016-2017 instructional focus, with an emphasis on math in grades 3-5.”

End-Of-Year Data

As of the May, 2017 Leadership Team meeting, end-of-year data was still being collected, and the team had not yet had an opportunity to view and analyze data in relation to our 2016-2017 School Improvement Plan goals. In the summer of 2017, the Leadership Team met to examine our 2016-2017 goals and results. Results are indicated in blue (if the goal was met) and red (if the goal was not met).

2016-2017 WGES Literacy Goals

100% of all Kindergarten students will meet or exceed the end of the year mClass benchmark by Spring 2017 (86%)

68% of all Grades 1 and 2 Hispanic students will achieve at least two milestone performance benchmarks by Spring 2017 (Grade 1: 58%; Grade 2: 60%)

75% of all Grade 3 Hispanic students will achieve at least two milestone performance benchmarks by Spring 2017 (51%)

72% of all Grades 4 and 5 Hispanic and/or LEP students will achieve at least two milestone performance benchmarks by Spring 2017 (Grade 4: 56%; Grade 5: 44%)

2016-2017 WGES Mathematics Goals

50% of all Kindergarten students will meet or exceed the end of the year MAP-P RIT score of 159 (55%)

40% of all Grade 1 Hispanic students will achieve at least two milestone performance benchmarks by Spring 2017 (25%)

60% of all Grade 2 African American students will achieve at least two milestone performance benchmarks by Spring 2017 (66%)

55% of all Grade 3 Hispanic students will achieve at least two milestone performance benchmarks by Spring 2017 (24%)

40% of all Grades 4 and 5 Hispanic and African American students will achieve at least two milestone performance benchmarks by Spring 2017 (Grade 4: Hispanic: 28%, African American: 55%; Grade 5: Hispanic: 20%, African American: 50%)

Careful review and analysis of end-of-year data led to the creation of our 2017-2018 instructional focus:

“Our Hispanic and ELL students need daily, strategic, and differentiated instruction in math.”

Additional examination of the data led to the development of our 2017-2018 school improvement goals, which are differentiated for each grade. In Kindergarten, both the literacy goal and the math goal focus on all students. The literacy goals focus on Hispanic students in grades 1-5 and male students in fourth grade. Math data led school staff to develop math goals that concentrate on different sub-groups across grade levels. The bulleted items below highlight the focus students for math in each grade. (see Linkages Chart)

- Grade 1: ESOL students
- Grade 2: Female students
- Grade 3: African American students
- Grade 4: Hispanic students
- Grade 5: Hispanic and ESOL students

PARCC Data

A careful examination of 2017 PARCC data further reinforced the trends and patterns identified via our analysis of mClass, MIRL, and MAP data. In both English Language Arts and Math, the ELL sub-group of students performed lower than all other sub-groups in third, fourth, and fifth grade. (See the tables of PARCC data below.) As a result, both the Literacy and Math SIP goals for PARCC focus on ELL students.

Numbers in blue indicate WGES scored higher than the average of other Title 1 schools. Red indicates WGES scored lower than the average of other Title 1 schools.

2017 PARCC Data for WGES

English Language Arts

Subgroup	% of Students at Levels 3, 4, and 5		
	Grade 3 WGES	Grade 4 WGES	Grade 5 WGES
All Students	57.8	81.4	66.8
Asian	75.0	75.0	75.0
Black/African American	41.1	100.0	70.0
Hispanic/Latino	51.7	70.8	65.2
White	88.9	100.0	50.0
ELL	25.0	41.7	44.4
Female	69.2	80.0	66.7
Male	49.9	82.6	66.7

Mathematics

Subgroup	% of Students at Levels 3, 4, and 5		
	Grade 3 WGES	Grade 4 WGES	Grade 5 WGES
All Students	69.3	69.9	55.8
Asian	87.5	75.0	100.0
Black/African American	52.9	66.7	70.0
Hispanic/Latino	66.7	66.7	45.8
White	88.9	80.0	25.0
ELL	48.0	41.7	20.0
Female	74.0	60.0	55.6
Male	65.8	78.2	56.0

The data presented here will continue to drive small group instruction and planning for interventions and enrichment. Classroom teachers will solely be responsible for small group and 1:1 instruction for students not meeting benchmark. This is an instructional adjustment in order to promote consistency for students. This change was based on a review of students who had received 2-4 years of pull-out interventions, yet showed minimal progress. These students are our high level priorities and will be measured for progress multiple times during each marking period.

Extended Learning Opportunities (ELO)

Washington Grove ES registered 94 students to attend the Extended Learning Opportunity: Summer Adventures in Learning (ELO-SAIL) for incoming students in grades K-2. ELO-SAIL had 91 out of 94 students attending. Examining the composition of classes in reference to our focus student groups of Hispanic and ELL students, approximately 71% were Hispanic and ELL students.

Grade	Total students enrolled in grade #	Hispanic Student group	ESOL student group
K	38	20	TBD *
1	23	13	15
2	30	18	16

The ESOL teacher was utilized mostly in kindergarten to support the newly implemented two-way immersion model. Staff agreed that July 1, 2017 started the new school year and kindergarten classes would begin this model. Small group instructional time was also allotted for Level I ESOL student in grades 1 and 2. This provided supplemental group time and additional language time to reinforce academic skills and vocabulary.

Special education staff scheduled time to provide small group or one on one support during reading and math focusing on grades 1 and 2. If appropriate, resources and information was disseminated to staff to ensure awareness of student goals and accommodations. In addition, the special education teacher rotated through grade level planning sessions to provide input on techniques to enhance student instruction specific to special education students and provide instructional and behavioral techniques and ideas.

The Summer Title I Enrichment Program (STEP) was housed at Summit Hall Elementary School, and classes were combined with students from both schools. There were 27 students registered. Thirty percent (9 students) were Hispanic thus expanding opportunities in the area of STEM (Science, Technology, Engineering, and Math) for this focus student group.

Washington Grove ES had a Title I funded full time local Parent Community Coordinator (PCC) to serve as a direct line between home and school. The position was vacated in Spring 2017 and the principal requested that the centrally funded .5 PCC be bilingual in order to cover some of the services and support for families that had been established previously. The addition of the centrally funded .5 PCC has helped maintain community

outreach. The PCC and staff from Linkages to Learning participate in the school leadership team. Title I funding is provided for parent information and on-site workshops. Teachers have grade level showcases which allow parents to participate and observe student accomplishments. In 2017-2018, there will be an emphasis on culturally responsive family events combining community diversity and academic connections. These will include a continuation of the Hispanic Literacy Night programs: One Family: Many Stories. In addition, author/illustrator, Juan Medina will conduct a family story telling/writing event for families to share and document their culture to share with others.

The development of the school improvement plan was publicized and shared with families during the Back to School Night and the Title I Parent information event. Leadership has a selection of parents willing to provide feedback on various parts of this plan.

Development of the WGES School Climate Action Plan began in June, 2017, when the school's climate survey results were shared with the entire staff. (See page 21 for a chart of the staff results). In August, 2017, the Leadership Team reviewed the results and brainstormed ideas for improvement. Six small groups collaborated to develop ideas for improving the school climate in areas that needed improvement, specifically staff morale and recognizing staff for their accomplishments. When the Leadership Team met in September, 2017, the whole group worked to refine the ideas generated in August, came to a consensus, and developed the following action steps:

- Intentionally celebrate good news at staff meetings, Leadership Team meetings, and on the school brag board;
- Use pineapple charts as a vehicle for highlighting teachers' good work and sharing it with others;
- Self-reflection on the part each staff member plays in the school's well-being and morale.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	N Responses
Staff Climate Survey						
1. I have opportunities for professional growth.	29.4	47.1	11.8	7.8	3.9	51
2. Staff morale is positive in this school.	7.8	25.5	23.5	31.4	11.8	51
3. I would recommend my school to friends and family as a good place to work.	11.8	37.3	31.4	11.8	7.8	51
4. I have the necessary resources to do my job successfully.	20.0	48.0	14.0	14.0	4.0	50
5. My school is safe for staff and students.	35.3	49.0	9.8	5.9	0.0	51
6. My school leadership team fosters a collaborative work environment.	14.0	28.0	30.0	16.0	12.0	50
7. My school leadership team sets clear expectations for staff.	18.0	30.0	24.0	20.0	8.0	50
8. The school leadership involves me in decisions affecting my work.	8.0	32.0	18.0	28.0	14.0	50
9. There is open communication within my school.	7.8	29.4	29.4	21.6	11.8	51
10. There is open communication throughout all levels of MCPS.	8.2	18.4	42.9	20.4	10.2	49
11. I receive timely feedback on my performance.	23.5	51.0	11.8	13.7	0.0	51
12. My school recognizes staff for their quality work and accomplishments.	12.2	32.7	20.4	20.4	14.3	49
13. This school promotes a culture of respect for all students.	39.2	35.3	19.6	3.9	2.0	51
14. My school promotes a culture of respect and collaboration among all staff.	19.6	31.4	27.5	9.8	11.8	51
15. Staff in this school have high expectations and believe every student can learn.	46.0	34.0	10.0	8.0	2.0	50
16. Staff in this school are committed to using a variety of methods to help every student succeed.	41.2	33.3	15.7	7.8	2.0	51
17. My building is clean and well maintained.	20.0	52.0	20.0	6.0	2.0	50
Don't know/does not apply responses or blank responses are excluded from the summaries of results.						

The parent engagement survey results were overwhelmingly positive. Parents feel welcome and respected. They are comfortable speaking with teachers. More than 93% percent of the respondents would recommend Washington Grove to other parents. Results of the parent survey are below.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N Responses	
Parent Engagement Survey						
1. I feel welcomed at my child's school.	62.0	38.0	0.0	0.0	50	
2. When I visit my child's school, I am promptly and courteously received.	53.1	46.9	0.0	0.0	49	
3. The school respects my family.	61.7	36.2	2.1	0.0	47	
4. I am comfortable talking to my child's teachers about my child's education.	62.5	35.4	2.1	0.0	48	
5. The school informs me about my child's education in a timely manner.	45.8	47.9	6.3	0.0	48	
6. My child's teachers expect my child to do well in school.	60.9	37.0	0.0	2.2	46	
7. School staff members are responsive to my concerns about my child.	37.5	60.4	0.0	2.1	48	
8. I am comfortable being an advocate for my child.	63.0	32.6	2.2	2.2	46	
9. The school informs me of resources that are available so I can help my child with his/her homework, tests, and projects.	48.9	44.7	6.4	0.0	47	
10. I believe my child is safe at school.	48.9	44.4	4.4	2.2	45	
11. The school has a clear process for addressing my needs.	44.2	55.8	0.0	0.0	43	
12. The school provides opportunities for me to voice my needs about my child's education.	47.8	50.0	0.0	2.2	46	
13. The school welcomes my input on how my child's educational experience can be improved.	46.5	44.2	9.3	0.0	43	
14. There is an adult at the school who will advocate for my child's needs.	46.3	51.2	2.4	0.0	41	
15. I am informed in a timely manner about events and activities occurring at my child's school.	51.0	46.9	2.0	0.0	49	
16. I believe I play an important role in my child's education.	61.3	38.8	0.0	0.0	48	
17. The school has a clear process for me to provide feedback about my child's education.	46.7	48.9	2.2	2.2	45	
18. The school provides information about resources in the school and community that are available to my child and family.	54.2	45.8	0.0	0.0	48	
19. The school considers me a partner in my child's education.	57.8	37.8	0.0	4.4	45	
20. The school informs me of educational opportunities that are available to my child.	50.0	45.8	4.2	0.0	48	
21. I would recommend this school to others.	58.7	34.8	6.5	0.0	46	
	A	B	C	D	Fail	N Responses
Overall Perception						
22. What grade would you give your child's school?	46.8	34.0	17.0	2.1	0.0	47
23. What grade would you give the public schools in Montgomery County?	39.6	45.8	12.5	2.1	0.0	48
Don't know/does not apply responses or blank responses are excluded from the summaries of results.						

2017-18 WGES SCHOOL IMPROVEMENT GOALS

Literacy Goals

93% of all Kindergarten students will meet or exceed the end-of-year two-way immersion benchmark by Spring 2018

71% of all Grade 1 Hispanic students will achieve at least two literacy measures as calculated in the Evidence of Learning framework.

69% of all Grade 2 Hispanic students will achieve at least two literacy measures as calculated in the Evidence of Learning framework.

70% of all Grade 3 Hispanic students will achieve at least two literacy measures as calculated in the Evidence of Learning framework.

73% of all Grade 4 Hispanic and male students will achieve at least two literacy measures as calculated in the Evidence of Learning framework.

57% of all Grade 5 Hispanic students will achieve at least two literacy measures as calculated in the Evidence of Learning framework.

40% of students, with an emphasis on ELL students, will have met or exceeded level 4 as measured on the PARCC by 2023.

Mathematics Goals

65% of all Kindergarten students will meet or exceed the end-of-year MAP-P RIT score of 159.

53% of all Grade 1 ESOL students will achieve at least two mathematics measures as calculated in the Evidence of Learning framework.

62% of all female Grade 2 students will achieve at least two mathematics measures as calculated in the Evidence of Learning framework.

52% of all African American Grade 3 students will achieve at least two mathematics measures as calculated in the Evidence of Learning framework.

42% of all Hispanic Grade 4 students will achieve at least two mathematics measures as calculated in the Evidence of Learning framework.

35% of all Hispanic and ESOL Grade 5 students will achieve at least two mathematics measures as calculated in the Evidence of Learning framework.

35% of students, with an emphasis on ELL students, will have met or exceeded level 4 as measured on the PARCC by 2023.

Instructional and Cultural Proficiency Focus: Our Hispanic and ELL students need daily, strategic, and differentiated instruction in math and culturally proficient teachers to nurture independent learners.

Action Steps Outcome/Timeline*	Content Focus	Person Responsible	Resources Needed	Monitoring Tools/Data Points	Monitoring Date	Anticipated/Actual Results (Percentage or # of Participants)
<p>July</p> <ul style="list-style-type: none"> identify how a frayer model can move students from dependent learner to independent learner; identify one role of a teacher leader that they would like to work on, and identify two strategies that can be used in the classroom to improve information processing Process Reflection 	<p>Math</p> <p>Cultural Proficiency</p>	<p>SDT</p>	<p>Making Thinking Visible</p> <p>Culturally Relevant Teaching and the Brain</p>	<p><u>Level 2</u> Frayer Model Reflection</p> <p><u>Level 2</u> Google Form Evaluation</p> <p><u>Level 1</u> Google Form Evaluation</p>	<p>7.3.17</p>	<p>80% of team members were able to identify how a frayer model can move students from dependent learner to independent learner</p> <p>100% of team members were able to identify one role of a teacher leader that they would like to work on (3 chose Catalyst for Change)</p> <p>62% of team members were able to identify two strategies that can be used to improve information processing (marker talk, Frayer Model)</p> <p>77% thought the meeting was effective</p> <p>77% thought the processes were effective</p>
<p>August</p> <ul style="list-style-type: none"> analyze the qualities of High-Performing Groups; synthesize learning around rigor; make connections between providing rigor (information processing) in the classroom and building independent learners; and identify an action plan for implementing morning meetings with fidelity 	<p>Math</p>	<p>SDT</p> <p>Counselor</p>	<p>Making Thinking Visible</p> <p>Teaching Channel</p> <p>Got Data?</p> <p>Culturally Relevant</p>	<p><u>Level 2</u> Video Analysis Capture Sheet</p> <p><u>Level 2</u> Headlines</p> <p><u>Level 2</u> Reflection</p> <p><u>Level 0</u></p>	<p>8.17.17</p>	<p>100% of team members were able to analyze the qualities of High-Performing Groups</p> <p>100% of team members were able to synthesize learning around rigor</p> <p>93% of team members were able to make connections between rigor and building independent learners</p> <p>100% of team members were able to identify an action plan for implementing morning meetings with fidelity (missing 4th grade)</p>

Level 0 – Planning Level 1 – Teacher Satisfaction Level 2 – Teacher Learning Level 3 – Organizational Support & Structure Level 4 – Teacher Application Level 5 – Student Achievement

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<ul style="list-style-type: none"> • make connections between high performing groups and the role of teacher leader • connect teacher mindset and rigor in the classroom • Process reflections 	Cultural Proficiency		Teaching and the Brain	Action Plan <u>Level 1 and 2</u> Google Evaluation		<p>58% of team members were able to choose a quality for high performing groups to work on</p> <p>33% of team members were able to choose a role of a teacher leader to work on</p> <p>92% thought the meeting was effective</p> <p>92% thought the processes were effective</p>
<p><u>August – Pre-service</u></p> <ul style="list-style-type: none"> • Construct a visual of an independent learner • Discover different ways to integrate curriculum into morning meetings 	Cultural Proficiency	SDT Counselor	Culturally Relevant Teaching and the Brain	<u>Level 2</u> Visual of Independent Learner	8.28.17	<p>100% of staff were able to create a visual of their understanding of an independent learner</p> <p>100% of staff were able to rotate through three morning meeting options</p>
<ul style="list-style-type: none"> • Make connections between the EoL and the SIP • Plan for rigor in math or reading 	Math and Reading	Principal, AP, SDT, Reading Specialist, Math Content Coach	Responsive Classroom	<u>Level 2</u> Rotations	8.29.17	<p>88% of teams were able to create a plan for adding rigor to their first marking period indicators (1st grade was missing)</p>
<ul style="list-style-type: none"> • Examined key language associated with cultural proficiency • Explored how the history of the US educational system perpetuates inequities • Reflect on how the Essential Elements and the Cultural Proficiency Continuum can guide actions and responses 	Cultural Proficiency	Principal, AP, SDT	Making Thinking Visible	<u>Level 0</u> Planning with Rigor in Mind Capture	8.30.17	<p>100% of staff were able to examine key language associated with cultural proficiency</p> <p>100% of staff were able to explore how the history of the US educational system perpetuate inequities</p> <p>100% of staff were able to reflect on how the Essential Elements and the Cultural Proficiency Continuum can guide actions and responses</p>

Level 0 – Planning Level 1 – Teacher Satisfaction Level 2 – Teacher Learning Level 3 – Organizational Support & Structure Level 4 – Teacher Application Level 5 – Student Achievement

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Revised: 9.26.2017

<p>September Staff</p> <ul style="list-style-type: none"> Determine steps to take to move a school practice further to the right on the Cultural Competency Continuum 	Cultural Proficiency	SDT	Culturally Relevant Teaching and the Brain	Level 2 Reflecting on Culturally Relevant Practices at WGES Capture	9.13.17	100% of staff were able to determine steps to move a school practice further along the Continuum
<p>September</p> <ul style="list-style-type: none"> Decide how to implement Pineapple Charts 	PD	SDT	Hacking Education: 10 Quick Fixes for Every School	Level 0 Pineapple Chart Survey	9.20.17	100% of team leaders were able to complete a survey of their preferences related to the implementation of Pineapple Charts
<p>September PLCs</p> <p><i>Social Emotional Enrichment in Math</i> <i>Armchair Ed Math Book Study</i> <i>Google Classroom for Beginners</i> <i>Building a Diverse Classroom Library</i></p>	Personalized PD	Anne Moran, Judy Cobian Holly Heslen Diana Hagan Maria McClure Dan Gattuso		Level 0 Individual PLC evaluations	9.27.17	100% of professional staff members will participate in a PLC
<p>September Curriculum Studies</p> <ul style="list-style-type: none"> Teams will focus on developing team norms and running an effective CS Teams will analyze progress checks to drive instruction Teams will analyze written responses to drive instruction 	Math and Reading	Team Leaders	Got Data? Performance Matters	Level 5 Data Analysis Capture Sheets for Progress Checks and Written Responses	9.5.17-9.30.17	<ul style="list-style-type: none"> By the end of September, all grade level teams will have developed a set of team norms and have processes in place to maintain a clear focus and examine data By the end of September, teams will analyze progress checks to drive instruction By the end of September, teams will analyze written responses to drive instruction
<p>October</p> <ul style="list-style-type: none"> Understand how the implementation of Pineapple Charts will provide PD 	PD	SDT	https://www.cultofpedagogy.com/pineapple-charts/		10.11.17	<p>100% of staff members will understand the implementation of Pineapple Charts as a form of embedded professional development</p> <p>100% of staff members will determine the implication of messages we send</p>

Level 0 – Planning Level 1 – Teacher Satisfaction Level 2 – Teacher Learning Level 3 – Organizational Support & Structure Level 4 – Teacher Application Level 5 – Student Achievement

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Revised: 9.26.2017

<ul style="list-style-type: none"> Determine the implication of the messages we send to students 	Cultural Proficiency		https://www.tolerance.org/magazine/what-do-your-classroom-walls-convey Opening Minds: Using Language to Change Lives	Level 2		to students
October <ul style="list-style-type: none"> Culturally Relevant Practices at WGES Behavior Management Processes 	Cultural Proficiency	SDT AP	Culturally Responsive Teaching and the Brain	Level 0 Level 3	10.18.17	100% of the Leadership team will be able to plan to increase cultural proficiency around one practice at WGES 100% of the Leadership team will understand the flow chart of Behavior Management
October PLCs <i>Social Emotional Enrichment in Math</i> <i>Armchair Ed Math Book Study</i> <i>Google Classroom for Beginners</i> <i>Building a Diverse Classroom Library</i>	Personalized PD	Anne Moran, Judy Cobian Holly Hesen Diana Hagan Maria McClure Dan Gattuso		Level 0 Individual PLC evaluations	10.25.17	
October Curriculum Studies <ul style="list-style-type: none"> Teams will focus on small group instruction Teams will analyze progress checks to drive instruction Teams will analyze written responses 	Math and Reading	Team Leaders	Strategies That Work The Next Step Forward in Guided Reading	Level 5 Data Analysis Capture Sheets for Progress Checks and Written	10.2.17-10.31.17	<ul style="list-style-type: none"> By the end of October, all grade level teams will consistently follow a set of team norms and consistently maintain a clear focus By the end of October, all grade level teams will consistently plan for small groups By the end of October, teams will analyze progress checks to

Level 0 – Planning Level 1 – Teacher Satisfaction Level 2 – Teacher Learning Level 3 – Organizational Support & Structure Level 4 – Teacher Application Level 5 – Student Achievement

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Revised: 9.26.2017

to drive instruction			The Common Core Mathematics Companion Performance Matters	Responses		<ul style="list-style-type: none"> drive instruction By the end of October, teams will analyze written responses to drive instruction
<u>November</u> <ul style="list-style-type: none"> Test Security 	PD	SDT, Reading Specialist, AP	MCPS Test Security Video	Disclosure Form	11.8.17	<ul style="list-style-type: none"> All staff will participate in test security training
<u>November</u> <ul style="list-style-type: none"> Reflect on Curriculum Studies Plan Observation look fors of CS for December Plan look fors for math instruction 	PD	SDT		<u>Level 0</u>	11.15.17	100% of the Leadership team will be able to plan for Curriculum Study observations 100% of the Leadership team will be able to create look-fors for math instruction
<u>November PLCs</u> <i>Social Emotional Enrichment in Math</i> <i>Armchair Ed Math Book Study</i> <i>Google Classroom for Beginners</i> <i>Building a Diverse Classroom Library</i>	Personalized PD	Anne Moran, Judy Cobian Holly Hesen Diana Hagan Maria McClure Dan Gattuso		<u>Level 0</u> Individual PLC evaluations	11.22.17	
<u>November Curriculum Studies</u> <ul style="list-style-type: none"> Teams will focus on using formative assessment to drive instruction Teams will analyze progress checks to drive instruction Teams will analyze written responses 	Math and Reading	Team Leaders	Strategies That Work The Next Step Forward in	<u>Level 5</u> Data Analysis Capture Sheets for Progress	11.1.17-11.30-17	<ul style="list-style-type: none"> By the end of November, all grade level teams will consistently follow a set of team norms and consistently maintain a clear focus By the end of November, all grade level teams will consistently plan for small groups By the end of November, all grade level teams will consistently

Level 0 – Planning **Level 1** – Teacher Satisfaction **Level 2** – Teacher Learning **Level 3** – Organizational Support & Structure **Level 4** – Teacher Application **Level 5** – Student Achievement

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Revised: 9.26.2017

to drive instruction			Guided Reading The Common Core Mathematics Companion Performance Matters	Checks and Written Responses		<ul style="list-style-type: none"> use formative data to drive instruction By the end of November, teams will analyze progress checks to drive instruction By the end of November, teams will analyze written responses to drive instruction
<u>December</u> <ul style="list-style-type: none"> Reflecting on our Math Identities 	Math and Cultural Proficiency	SDT	The Impact of Identify in K-8 Mathematics Studying Skillful Teaching	<u>Level 2</u> Reflection and Impact <u>Level 4</u> Measuring Messages	12.13.17	100% of staff will be able to reflect on their individual math identities and their impact on their students (staff will measure the messages they are sending in math between December and February)
<u>December</u> <ul style="list-style-type: none"> Analyze Curriculum Study Observations 	Math and Reading SIP Goals	Team Leaders		<u>Level 0</u> Observation Form Analysis	12.20.17	100% of the Leadership team will analyze data from the Curriculum Study observations
<u>December Curriculum Studies</u> <ul style="list-style-type: none"> Teams will focus on specific thinking routines and strategies when planning for instruction Teams will analyze progress checks to drive instruction Teams will analyze written responses to drive instruction Leadership Team will observe CS 	Math and Reading	Team Leaders	Strategies That Work The Next Step Forward in Guided Reading The Common Core Mathematics Companion	<u>Level 5</u> Data Analysis Capture Sheets for Progress Checks and Written Responses <u>Level 4</u> Observation Form	12.1.17-12.22.17	<ul style="list-style-type: none"> By the end of December, all grade level teams will consistently follow a set of team norms and consistently maintain a clear focus By the end of December, all grade level teams will consistently plan for small groups By the end of December, all grade level teams will consistently use formative data to drive instruction By the end of December, teams will consistently focus on specific thinking routines and strategies when planning for instruction By the end of December, teams will analyze progress checks to drive instruction

Level 0 – Planning Level 1 – Teacher Satisfaction Level 2 – Teacher Learning Level 3 – Organizational Support & Structure Level 4 – Teacher Application Level 5 – Student Achievement

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Revised: 9.26.2017

			Performance Matters			<ul style="list-style-type: none"> By the end of December, teams will analyze written responses to drive instruction
<p>January</p> <ul style="list-style-type: none"> Prepare for Jan Richardson visit Jan Richardson PD (1.11.18-1.12.18) 	Reading	Reading Specialist	The Next Step Forward in Guided Reading	<p><u>Level 2</u></p> <p><u>Level 4</u></p>	1.10.18	100% of staff will prepare for Jan Richardson’s PD visit
<p>January</p> <ul style="list-style-type: none"> Determine voice data to collect in spring 	Math and Reading	SDT		<u>Level 0</u>	1.17.18	100% of Leadership will be able to determine the voice data to collect in the spring
<p>January PLCs</p> <p><i>Social Emotional Enrichment in Math</i> <i>Armchair Ed Math Book Study</i> <i>Google Classroom for Beginners</i> <i>Building a Diverse Classroom Library</i></p>	Personalized PD	Anne Moran, Judy Cobian Holly Hesen Diana Hagan Maria McClure Dan Gattuso		<p><u>Level 0</u></p> Individual PLC evaluations <p><u>Level 1</u></p> <p><u>Level 2</u></p>	1.24.18	School wide PLC teacher voice evaluation - mid-year
<p>January Curriculum Studies</p> <ul style="list-style-type: none"> Teams will focus on developing team norms and running an effective CS Teams will focus on small group instruction Teams will focus on using formative assessment to drive instruction Teams will focus on specific thinking routines and strategies when planning for instruction 	Math and Reading	Team Leaders	Strategies That Work The Next Step Forward in Guided Reading The Common Core	<p><u>Level 5</u></p> Data Analysis Capture Sheets for Progress Checks and Written Responses	1.2.18-1.31.18	<ul style="list-style-type: none"> By the end of January, all grade level teams will consistently follow a set of team norms and consistently maintain a clear focus By the end of January, all grade level teams will consistently plan for small groups By the end of January, all grade level teams will consistently use formative data to drive instruction By the end of January, teams will consistently focus on specific thinking routines and strategies when planning for instruction By the end of January, teams will analyze progress checks to

Level 0 – Planning **Level 1** – Teacher Satisfaction **Level 2** – Teacher Learning **Level 3** – Organizational Support & Structure **Level 4** – Teacher Application **Level 5** – Student Achievement

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			Mathematics Companion Performance Matters			<ul style="list-style-type: none"> drive instruction By the end of January, teams will analyze written responses to drive instruction
<p>February</p> <ul style="list-style-type: none"> Review measure of Messages in Math Determine the importance of names and their relation to student identity 	Cultural Proficiency Math	SDT	https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts	<p>Level 2 Reflecting on Messages in Math</p> <p>Level 4 Identity Box</p>	2.14.17	<p>100% of staff will be able to identify the importance of names and their relation to a student’s identity</p> <p>100% of staff will be able to complete an Identity Box for a student</p> <ul style="list-style-type: none"> Identity Box (bring back to CS to use in planning)
<p>February</p> <ul style="list-style-type: none"> Mid-year SIP review (CS observational data and EOL Milestone Data) 	Math and Reading	Principal AP SDT		Level 5 Data analysis capture sheet	2.21.18	100% of Leadership will be able to analyze SIP data
<p>February PLCs</p> <ul style="list-style-type: none"> TBD in January 	Personalized PD			Level 0 Individual PLC evaluations	2.28.18	
<p>February Curriculum Studies</p> <ul style="list-style-type: none"> Teams will focus on developing team norms and running an effective CS Teams will focus on small group instruction Teams will focus on using formative assessment to drive instruction Teams will focus on specific thinking routines and strategies when planning for instruction 	Math and Reading	Team Leaders	<p>Strategies That Work</p> <p>The Next Step Forward in Guided Reading</p> <p>The Common Core Mathematics Companion</p>	<p>Level 5 Data Analysis Capture Sheets for Progress Checks and Written Responses</p>	2.1.18-2.28.18	<ul style="list-style-type: none"> By the end of February, all grade level teams will consistently follow a set of team norms and consistently maintain a clear focus By the end of February, all grade level teams will consistently plan for small groups By the end of February, all grade level teams will consistently use formative data to drive instruction By the end of February, teams will consistently focus on specific thinking routines and strategies when planning for instruction By the end of February, teams will analyze progress checks to drive instruction

Level 0 – Planning Level 1 – Teacher Satisfaction Level 2 – Teacher Learning Level 3 – Organizational Support & Structure Level 4 – Teacher Application Level 5 – Student Achievement

Grayed Rows = Leader Learning

Revised: 9.26.2017

			Performance Matters			<ul style="list-style-type: none"> By the end of February, teams will analyze written responses to drive instruction
March <ul style="list-style-type: none"> Juana Medina Assembly (Pre-K-2) Rethinking Mindsets in Math (grouping models) 	Reading Cultural Proficiency and Math	SDT	Mathematical Mindsets	<u>Level 2</u>	3.14.18	100% of staff will be able to analyze mathematical mindsets and analyze grouping models (using formative assessment)
March <ul style="list-style-type: none"> Determine classroom observation, and structure data to collect 	Math and Reading	Principal AP SDT		<u>Level 0</u>	3.21.18	100% of the Leadership team will be able to plan for data collection in the spring
March Curriculum Studies <ul style="list-style-type: none"> Teams will focus on developing team norms and running an effective CS Teams will focus on small group instruction Teams will focus on using formative assessment to drive instruction Teams will focus on specific thinking routines and strategies when planning for instruction 	Math and Reading	Team Leaders	Strategies That Work The Next Step Forward in Guided Reading The Common Core Mathematics Companion Performance Matters	<u>Level 5</u> Data Analysis Capture Sheets for Progress Checks and Written Responses	3.1.18-3.30.18	<ul style="list-style-type: none"> By the end of March, all grade level teams will consistently follow a set of team norms and consistently maintain a clear focus By the end of March, all grade level teams will consistently plan for small groups By the end of March, all grade level teams will consistently use formative data to drive instruction By the end of March, teams will consistently focus on specific thinking routines and strategies when planning for instruction By the end of March, teams will analyze progress checks to drive instruction By the end of March, teams will analyze written responses to drive instruction
April <ul style="list-style-type: none"> Building on Students' Mathematical Strengths 	Cultural Proficiency		The Impact of Identity in K-8 Mathematics Culturally Responsive Teaching and	<u>Level 2</u>	4.11.18	100% of staff will be able to build understanding of student strengths in math

Level 0 – Planning Level 1 – Teacher Satisfaction Level 2 – Teacher Learning Level 3 – Organizational Support & Structure Level 4 – Teacher Application Level 5 – Student Achievement

Grayed Rows = Leader Learning

Revised: 9.26.2017

			the Brain			
April						
<ul style="list-style-type: none"> Analyze Pineapple Chart Teacher Voice Data Analyze classroom observation, student voice, teacher voice, student performance, and structure data 	Math and Reading	Principal AP SDT		Level 4	4.18.18	100% of the Leadership team will be able to analyze data as part of our SIP
April PLCs	Personalized PD	TBD in January		Level 0 Individual PLC evaluations	4.25.18	
April Curriculum Studies			Strategies That Work	Level 5 Data Analysis Capture Sheets for Progress Checks and Written Responses	4.3.18-4.30.18	<ul style="list-style-type: none"> By the end of April, all grade level teams will consistently follow a set of team norms and consistently maintain a clear focus By the end of April, all grade level teams will consistently plan for small groups By the end of April, all grade level teams will consistently use formative data to drive instruction By the end of April, teams will consistently focus on specific thinking routines and strategies when planning for instruction By the end of April, teams will analyze progress checks to drive instruction By the end of April, teams will analyze written responses to drive instruction
<ul style="list-style-type: none"> Leadership Team will observe CS Teams will focus on developing team norms and running an effective CS Teams will focus on small group instruction Teams will focus on using formative assessment to drive instruction Teams will focus on specific thinking routines and strategies when planning for instruction 	Math and Reading	Team Leaders	The Next Step Forward in Guided Reading	Level 4 Observation Form		
			The Common Core Mathematics Companion			
			Performance Matters			
May			Building Equity: Policies and practices to Empower All Learners	Level 2 Level 0	5.9.18	100% of staff will be able to audit our Cultural Proficiency Learning and begin the plan for 2018-2019
<ul style="list-style-type: none"> Cultural Proficiency Building End of Year Audit and Planning for 2018-2019 	Cultural Proficiency	SDT				
May				Level 0 Level 4	5.16.18	100% of the Leadership team will be able to analyze end of year data in
<ul style="list-style-type: none"> Analyze End of Year Data Determine instructional focus for 	Math Reading	Principal AP				

Level 0 – Planning Level 1 – Teacher Satisfaction Level 2 – Teacher Learning Level 3 – Organizational Support & Structure Level 4 – Teacher Application Level 5 – Student Achievement

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Revised: 9.26.2017

2018-2019	Cultural Proficiency	SDT				order to determine the instructional focus for 2018-2019
<p>May PLCs</p> <ul style="list-style-type: none"> TBD in January 	Personalized PD			<p><u>Level 0</u> Individual PLC evaluations</p> <p><u>Level 1</u> <u>Level 2</u></p>	5.23.18	School wide PLC teacher voice evaluation - end of year
<p>May Curriculum Studies</p> <ul style="list-style-type: none"> Teams will focus on developing team norms and running an effective CS Teams will focus on small group instruction Teams will focus on using formative assessment to drive instruction Teams will focus on specific thinking routines and strategies when planning for instruction 	Math and Reading	Team Leaders	<p>Strategies That Work</p> <p>The Next Step Forward in Guided Reading</p> <p>The Common Core Mathematics Companion</p> <p>Performance Matters</p>	<p><u>Level 5</u> Data Analysis Capture Sheets for Progress Checks and Written Responses</p>	5.1.18-5.31.18	<ul style="list-style-type: none"> By the end of May, all grade level teams will consistently follow a set of team norms and consistently maintain a clear focus By the end of May, all grade level teams will consistently plan for small groups By the end of May, all grade level teams will consistently use formative data to drive instruction By the end of May, teams will consistently focus on specific thinking routines and strategies when planning for instruction By the end of May, teams will analyze progress checks to drive instruction By the end of May, teams will analyze written responses to drive instruction

Level 0 – Planning Level 1 – Teacher Satisfaction Level 2 – Teacher Learning Level 3 – Organizational Support & Structure Level 4 – Teacher Application Level 5 – Student Achievement

Grayed Rows = Leader Learning

Revised: 9.26.2017

Reading Action Plan

School: Washington Grove ES

Date: 9/18/17

<p>Action Steps/ Objectives/ Processes/ Timeline</p> <p>What do we need to do?</p>	<p>Person(s) Responsible</p> <p>Who is responsible for implementing and supporting this action?</p>	<p>Resources Needed</p> <p>What resources, training, and supports do we need?</p>	<p>Monitoring Tools or Data Points</p> <p>What data will we use to monitor our progress?</p>	<p>Monitoring</p> <p>When and by whom?</p>	<p>Results/Next Steps</p> <p>What will success look like?</p>
<p>Explicitly teach research based comprehension strategies to appropriately challenge students</p>	<p>Implementation</p> <p>Classroom teachers, Special Education teachers, ESOL teachers</p> <p>Support</p> <p>SDT, Reading Specialist, Academic Support teacher</p>	<p><i>Strategies that Work</i> by Anne Goudvis and Stephanie Harvey</p> <p><i>The Reading Strategies Book</i> by Jennifer Serravallo</p> <p><i>The Common Core Companion: The Standards Decoded</i> by Sharon Taberski with Jim Burke</p> <p><i>The Next Step Forward in Guided Reading</i> by Jan Richardson</p>	<p>Anecdotal Notes</p> <p>instructional Reading levels - Comprehension Assessment</p> <p>Weekly written responses</p> <p>MAP-R</p> <p>Explicit planning at weekly curriculum study</p> <p>Observations of Curriculum Study</p>	<p>Classroom teacher, Special Education teachers, ESOL teachers</p> <p>October, December, February, April - MIRL</p> <p>Weekly</p> <p>Fall, Winter, Spring Administration of MAP-R</p> <p>Classroom teachers, Special Education teachers, ESOL teachers, Principal, Assistant Principal, Reading Specialist, SDT</p>	<p>Students will use explicitly taught comprehension strategies when reading instructional level texts during small group instruction and independently.</p> <p>MIRL Comprehension scores will increase over time and written responses will show growth in comprehension</p> <p>MAP-R RIT scores will show growth in comprehension areas</p> <p>Planning of small group instruction is evident in implementation of guided reading groups in daily instruction.</p>

			and Classroom Instruction	Leadership Team	
Purposeful and intentional small group instruction that is differentiated based on student need	<p>Implementation Classroom teachers, Special Education teachers, ESOL teachers</p> <p>Support SDT, Reading Specialist, Academic Support teacher</p>	<p><i>Strategies that Work</i> by Anne Goudvis and Stephanie Harvey</p> <p><i>The Reading Strategies Book</i> by Jennifer Serravallo</p> <p><i>The Next Step Forward in Guided Reading</i> by Jan Richardson</p> <p><i>The Common Core Companion: The Standards Decoded</i> by Sharon Taberski with Jim Burke</p>	<p>Anecdotal Notes</p> <p>Monthly instructional Reading levels</p> <p>MAP-R</p> <p>Explicit planning at weekly curriculum study</p> <p>Observations of Curriculum Study and Classroom Instruction</p>	<p>Classroom teacher, Special Education teachers, ESOL teachers</p> <p>October, December, February, April - MIRL</p> <p>Fall, Winter, Spring Administration of MAP-R</p> <p>Classroom teachers, Special Education teachers, ESOL teachers, Principal, Assistant Principal, Reading Specialist, SDT</p> <p>Leadership Team</p>	Students will consistently read increasingly complex texts in small groups so that they are able to increase their instructional reading level by at least one level each marking period.

Math Action Plan

School: Washington Grove ES

Date: September 18, 2017

Action Steps/ Objectives/ Processes/ Timeline What do we need to do?	Person(s) Responsible Who is responsible for implementing and supporting this action?	Resources Needed What resources, training, and supports do we need?	Monitoring Tools or Data Points What data will we use to monitor our progress?	Monitoring When and by whom?	Results/Next Steps What will success look like?
<p>Purposeful and intentional small group instruction that is differentiated for all learners</p>	<p>Implementation</p> <p>Classroom Teachers, Special Education teachers,</p> <p>Support</p> <p>Math Support Teacher, SDT</p>	<p><i>The Common Core Mathematics Companion: The Standards Decoded</i> by Linda M. Gojack, Ruth Harbin Miles</p> <p><i>The Impact of Identity in K-8 Mathematics</i> by Aguirre, Mayfield-Ingram, & Martin</p>	<p>Progress Checks 1-8</p> <p>E-MAT</p> <p>Growth on MAP-M</p> <p>Explicit planning at weekly curriculum study</p> <p>Observation of Curriculum Study and Classroom Instruction</p>	<p>September, October, November, December, February, March, April, May</p> <p>Quarterly</p> <p>Fall, Winter, and Spring administration</p> <p>Classroom Teachers/Special Education Teachers, Principal, Assistant Principal, Math Support Teacher, SDT</p> <p>Leadership Team</p>	<p>Students will demonstrate increasing mathematical proficiency on MCPS provided progress checks and E-MAT tasks</p>

<p>Provide students authentic opportunities to process math content in a variety of ways</p>	<p>Implementation Classroom Teachers, Special Education teachers</p> <p>Support Math Support Teacher, SDT</p>	<p><i>The Common Core Mathematics Companion: The Standards Decoded</i> by Linda M. Gojack, Ruth Harbin Miles</p> <p><i>The Impact of Identity in K-8 Mathematics</i> by Aguirre, Mayfield-Ingram, & Martin</p>	<p>E-MAT</p> <p>Observation of Curriculum Study and Classroom Instruction</p>	<p>Quarterly</p> <p>Mid-Year and End of Year</p> <p>Leadership Team</p>	<p>Students will show increasing proficiency of math concepts by demonstrating their understanding on the continuum of concrete to abstract as measured by the E-MAT.</p>
<p>Explicitly teach strategies and structures to appropriately challenge students</p>	<p>Implementation Classroom Teachers, Special Education teachers</p> <p>Support Math Support Teacher, SDT</p>	<p><i>Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages, and Innovative Teaching</i> by Jo Boaler</p> <p><i>The Common Core Mathematics Companion: The Standards Decoded</i> by Linda M. Gojack, Ruth Harbin Miles</p>	<p>Progress Checks 1-8</p> <p>E-MAT</p> <p>Growth on MAP-M</p> <p>Explicit planning at weekly curriculum study</p>	<p>September, October, November, December, February, March, April, May</p> <p>Quarterly</p> <p>Fall, Winter, and Spring administration</p> <p>Classroom Teachers/Special Education Teachers, Principal, Assistant Principal, Math Support Teacher, SDT</p>	<p>Students will demonstrate increasing mathematical proficiency on MCPS provided progress checks and E-MAT tasks</p>

		<i>The Impact of Identity in K-8 Mathematics</i> by Aguirre, Mayfield-Ingram, & Martin	Observation of Curriculum Study and Classroom Instruction	Leadership Team	
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Schoolwide Reform: Customized Intervention Strategies

Complete the following chart to describe effective use of staff and strategies that address the needs of students at risk of not meeting the challenging State academic standards (*See p.21 of SIP Resource Guide*).

Customized Intervention Strategies	Data sources from Needs Assessment that supports the intervention strategy	What does this intervention strategy address?
Classroom teachers responsible for best first instruction will be providing supplemental intervention in reading and mathematics for students working below grade level. This fortifies the relationship between teacher and students, as opposed to the previous practice of students being pulled out of the classroom to work with focus teachers.	Trend and individual student data from MIRL, MClass, MAP, and local school formative data	Over time, students have not shown adequate progress using the previous practice of students' leaving the classroom for support instruction
Reading specialists (2) provide additional guided reading instruction for students on the cusp of meeting the marking period benchmark. Instruction being provided is customized the specific needs of the group, primarily decoding and/or comprehension. Strategies being used will be aligned with Jan Richardson's practices.	Trend and individual student data from MIRL, MClass, MAP, and local school formative data	A significant number of students at Grades 1 and 3 are at the cusp of meeting the reading benchmark. This additional support is an effort to ensure they meet or exceed the expected standard.
FASTT Math is being used to reinforce basic facts and to assist students in internalizing computational strategies	Individual student data from MAP, EMAT, progress checks, and formative assessments	Students who lack basic fact, mental math, and core computational skills require multiple modes of instruction and repeated practice

Division of Title I and Early Childhood Programs Services
 Title I, Part A Funds
 Schoolwide Programs with Full-day Head Start
 School-Based Allocation Worksheet for Fiscal Year 2018
 Washington Grove 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 Full-time Equivalent (FTE) positions or dollar amount based on the needs of the school

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 Free and Reduced-price Meals System students and a Per Pupil Allocation, your school has been allocated the following funds to budget: \$445,060.00

Indicate the FTE for professional staff allocation:	2.200	\$305,324.51
Indicate the FTE for paraprofessionals allocation:	1.750	\$107,222.17
Indicate the FTE for a parent community coordinator (PCC):	0.000	\$0.00

***Head Start Positions:**

Head Start Teacher (0.4 FTE per position)	0.400	
Head Start Paraeducator (0.525 FTE per position)	0.525	

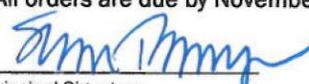
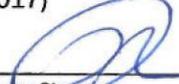
Required <i>Every Student Succeeds Act</i> (ESSA) central family involvement allocation:	\$7,065.52
School-based funds added to central ESSA family involvement allocation:	\$1,969.88

Full Name and ID #: _____ FTE: 0.000
 If you are going to fund a PCC position from family involvement

School-based funds moved to Extended Day: \$1,418.16

School-based funds moved to Schoolwide Initiatives (maximum 10%): \$19,182.62

These funds are available for general instructional materials:
 (All orders are due by November 17, 2017) \$9,942.66

 _____ Principal Signature	 _____ Director Signature Division of Title I and Early Childhood Programs Services	
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 Director Signature
 Office of School Support and Improvement

11-2-17

 Date

11/9/17

 Date

 Date

* The following positions are centrally allocated.

Position Costs (includes 52% benefits):	
1.0 FTE Teacher	\$138,783.87
1.0 FTE Paraprofessional	\$61,269.81
1.0 FTE PCC	\$68,002.57

Division of Title I and Early Childhood Programs Services
 Title I, Part A Funds
 Allocation Grid for Fiscal Year 2018

Elementary School & Number : Washington Grove - # 552

Principal: Mrs. Susan Barranger

Director: Mr. Eric A. Wilson

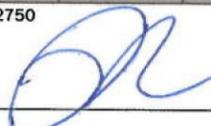
		Budgeted	Authorized	(List all Full-time Equivalents (FTEs) using the authorized allocation column only)							Subject or Grade	**Certified
Professional Teaching Positions-FTE	Position	FTE	FTE	Hours Per Day	Project	*Central	Assigned	Employee ID				
	Focus Teacher	2.2000										
	Focus Teacher Literacy		1.0000	1.0000 = 8.00	8820		Lisa Rozman	20976	TRDNG	C		
	Focus Teacher STEM		1.0000	1.0000 = 8.00	8820		Maria McClure	30704	TTECH	C		
	Focus Teacher Literacy		0.2000	0.2000 = 1.60	8720		Laura Hahn	71409	TRDNG	C		
	Total Pos Class Code 1031	2.2000	2.2000									
	Head Start Teacher	0.4000										
	Head Start Teacher		0.4000	0.4000 = 3.20	8820	X	Elizabeth Humphrey	76898	THS	C		
	Total Pos Class Code 1101	0.4000	0.4000									
TOTAL PROFESSIONAL TEACHING POSITIONS		2.6000	2.6000									

		Budgeted	Authorized	(List all FTEs using the authorized allocation column only)							Subject or Grade	**Qualified
Clerical/Other Support Staff-FTE	Position	FTE	FTE	Hours Per Day	Project	*Central	Assigned	Employee ID				
	Parent Community Coordinator (PCC)	0.0000										
	Total Pos Class Code 6500	0.0000	0.0000									

		Budgeted	Authorized	(List all FTEs using the authorized allocation column only)							Subject or Grade	***Qualified
Educational Assistant-FTE	Position	FTE	FTE	Hours Per Day	Project	*Central	Assigned	Employee ID				
	Focus Paraeducator	1.7500										
	Focus Paraeducator		0.1250	0.1250 = 1.00	8820		Sonia Diaz	62752	INSTS	C		
	Focus Paraeducator		0.1250	0.1250 = 1.00	8820		Niry Febrer	60775	INSTS	C		
	Focus Paraeducator		0.1250	0.1250 = 1.00	8820		Gail Heymsfield	25765	INSTS	C		
	Focus Paraeducator		0.1250	0.1250 = 1.00	8820		Heather McCarthy	82661	INSTS	C		
	Focus Paraeducator		0.1250	0.1250 = 1.00	8820		Maria Mendoza	68694	INSTS	C		
	Focus Paraeducator		0.7500	0.6250 = 5.00	8820		Maggie Moran	97505	INSTS	C		
	Focus Paraeducator		0.1250	0.1250 = 1.00	8720		Aura Negrón	96407	INSTS	C		
	Focus Paraeducator		0.2500	0.2500 = 2.00	8720		Andy Wu	80254	INSTS	C		
	Total Pos Class Code 6604	1.7500	1.7500									
	Head Start Paraeducator	0.5250										
	Head Start Paraeducator		0.1500	0.1500 = 1.20	8820	X	Sonia Diaz	58493	INSTS	C		
	Head Start Paraeducator		0.3750	0.3750 = 3.00	8820	X	Andy Wu	80254	INSTS	C		
	Total Pos Class Code 6700	0.5250	0.5250						INSTS			
TOTAL CLERICAL/OTHER SUPPORT STAFF		2.2750	2.2750									

SUBMITTED BY

 Principal Signature


 Director Signature
 Division of Title I and Early Childhood Programs Services

Director Signature
 Office of School Support and Improvement

11-2-17
 Date

11/9/17
 Date

Date

Notes:

Monthly Changes: Change No Change

* Central vs. School-based allocation
 **Refer to Certified Employee List (Data Warehouse)
 ***Please verify with staffing specialist

Division of Title I and Early Childhood Programs Services
 Title I, Part A Funds
 Schoolwide Initiatives Budget for Fiscal Year 2018
 Washington Grove Elementary School

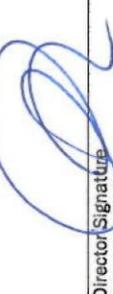
This budget planning sheet is required to be submitted for each school choosing to use schoolwide initiatives funding. This planning sheet is to be used as a tool to summarize and identify object costs. Boxes shaded in green will automatically be calculated.

Funds from School-based Allocation: \$19,182.62 Amount Remaining: \$0.00

EXPENDITURE DESCRIPTION	Number of Trainers Stipend (\$30-\$2,400-\$32,400)	Trainer Planning 1 Hour per 2 Hour Presentation	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 (\$127.60+\$10.21 =\$137.81)	* ENTER DOLLAR AMOUNT Consultants (Non-MCPS Employees)	Materials	Shipping (10%)	** Equipment	TOTAL
Grade Level Collaborative Planning/ Jan Richardson training						1	56					\$7,717.25
Grade Level Peer Visits, Dual Language, & PTD collaboration across grades		0				2	11					\$3,031.78
Summer Leadership Team meetings		0										\$0.00
After school training: data/planning/			2		6	3						\$777.60
Jan Richardson training for small group literacy			10		2	3						\$1,296.00
Staff professional development materials Z. Hammond Book / Equity /Writing								\$5,700.00	\$600.00	\$60.00		\$660.00
TOTAL		0	12	0	8	9	67	\$5,700.00	\$600.00	\$60.00	\$0.00	\$19,182.62

*See Title I handbook Section 10 Funding and Accounting - Fiscal Section -spending procedures for steps needed to complete consultant process
 **All individual equipment items costing \$999 or less must be budgeted and purchased under instructional materials

Principal Signature 

Director Signature 

Principal Signature
 Division of Title I and Early Childhood Programs Services
 Director Signature
 Office of School Support and Improvement

Date 11-2-17

Date 11/2/17

Date _____

Division of Title I and Early Childhood Programs Services
 Title I, Part A Funds
 Family Involvement Budget for Fiscal Year 2018
 Washington Grove Elementary School

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

*ACTIVITY DESCRIPTION	Family Involvement Allocation: \$7,065.52		Funds from School-based Allocation: \$1,969.88		Total Funds for Family Involvement: \$9,035.40				Amount Remaining: \$0.00										
	Full-time Equivalent (FTE)	Yearly Salary	Cost for FTE	52% Benefits	Total Position Cost	Number of Days/Nights	Number of Hours	PROFESSIONAL Number of Monthly Salary Public Schools (MPS) Staff (\$20-\$1.60-\$21.60) Stipends	SUPPORTING SERVICE Number of MPS Staff (\$15-\$1.20-\$16.20) Stipends	Number of MPS Child Care Staff Stipends (\$10-\$0.80-\$10.80)	Number of MCPS Translators Stipends (\$20-\$1.60-\$21.60)	**ENTER Dollar Amount for Non-MCPS Contractors (Babysitters, translators, interpreters)	Family Rental (Building Use)	Materials	Shipping (Maximum 10%)	Food (Maximum 10% of Total Allocation)	Transportation	TOTAL	
Student Alignment Books for Home-School Communication			\$0.00	\$0.00	\$0.00									\$35.50	\$35.50				\$350.50
Home-School Communication Folders/Planners														\$51.20	\$51.20				\$563.20
Grade Level Curriculum Showcases Learning Nights														\$1,400.00	\$1,400.00	\$200.70			\$3,408.40
School Readiness: Verbal and Literacy Training ages 4-5							7	1.5	7	1				\$0.00	\$0.00	\$100.00			\$100.00
Monthly Parent Academic Mini Training/Classroom Tours							4							\$200.00	\$200.00	\$100.00			\$200.00
Hispanic Literacy Night 1, World, 1 Family, Many Stories							1	2	30	5				\$36.30	\$36.30	\$200.00			\$2,067.30
Family Literacy Night: Family Writing Workshops w/ author Juana Medina							1					\$750.00		\$0.00	\$0.00	\$100.00			\$750.00
Come Read with Me sessions							5	1.5	3					\$500.00	\$500.00	\$100.00			\$1,136.00
Kindergarten Orientation Parent Training Session							18	5	40	6	0			\$200.00	\$200.00				\$220.00
Annual Title I Information Meeting														\$0.00	\$0.00				\$0.00
Common Core and MCPS Curriculum Standards Information Meeting														\$0.00	\$0.00				\$0.00
PARCC Information Meeting														\$0.00	\$0.00	\$700.70			\$700.70
TOTAL	0.0000		\$0.00	\$0.00	\$0.00	18	5	40	6	0	0			\$3,550.00	\$3,550.00	\$700.70			\$9,035.40

*Include English Learners and Special Education to family involvement nights
 **See Title I handbook Section 10 Funding and Accounting - Fiscal Section - spending procedures for steps needed to complete consultant process

Principal Signature:  Date: 11-2-17

Director Signature:  Date: 11/9/17

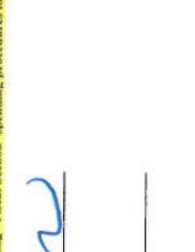
Director Signature: _____
 Office of School Support and Improvement

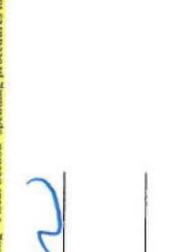
Division of Title I and Early Childhood Programs and Services
Title I, Part A Funds
2017 Family Involvement Carryover Budget for Fiscal Year 2018
Washington Grove Elementary School

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

* ACTIVITY DESCRIPTION	Funds from School-based Allocation: \$0.00										Total Funds for Family Involvement: \$1,056.44				Amount Remaining: \$0.00				
	Family Involvement Allocation: \$1,056.44	Full-time Equivalent (FTE)	Yearly Salary	Cost for FTE	52% Benefits	Total Position Cost	Number of Days/Nights	Number of Hours	PROFESSIONAL Number of Montgomery County Public Schools (MCPS) Staff Sigsuda (020-51.00-321.60)	SUPPORTING SERVICE Number of MCPS Staff Sigsuda (015-51.20-316.20)	Number of MCPS Child Care Staff Sigsuda (010-00.00-310.00)	Number of MCPS Translators Sigsuda (020-51.60-321.60)	** ENTER DOLLAR AMOUNT Contractual (Non-MCPS Employees) (librarians, translators, interpreters)	Facility Rental (Building Use)	Materials	Shipping (Maximum 10%)	Food (Maximum 10% of Total Allocation)	Transportation	TOTAL
Student Agenda Books															\$99.39	\$9.94			\$109.33
Parent Workshops (focused on fathers)																\$0.00	\$100.06		\$100.06
Parent Workshops (reading and math focus)															\$400.00	\$40.00			\$440.00
Home-School Writing Journals															\$370.05	\$37.01			\$407.06
															\$0.00	\$0.00			\$0.00
															\$0.00	\$0.00			\$0.00
															\$0.00	\$0.00			\$0.00
NCLEACT REQUIRED ACTIVITIES																			
Annual Title I Information Meeting																			
Common Core and MCPS Curricula Standards Information Meeting																			
PARCC Information Meeting																			
TOTAL		0.0000		\$0.00	\$0.00	\$0.00	0	0	0	0	0	0	\$0.00	\$0.00	\$893.44	\$86.54	\$100.06	\$0.00	\$1,080.04

* Include English Learners and Special Education in family involvement rights
 ** See Title I Handbook Section 10.00 Funding and Accounting - Fiscal Section - spending procedures for steps needed to complete consultant program

Director Signature:  11/2-17
 Office of School Support and Improvement
 Date: 11/2-17

Director Signature:  11/2/17
 Office of School Support and Improvement
 Date: 11/2/17

Division of Title I and Early Childhood Programs Services
 Title I, Part A Funds
 Extended Day Budget for Fiscal Year 2018
 Washington Grove Elementary School

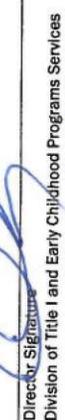
This budget planning sheet is required for each school's extended day funds as a part of the School Improvement Plan. This planning sheet is to be used as a tool to summarize and identify object costs. Boxes shaded in-green will automatically be calculated. Supply a brief explanation for each expenditure and place one expenditure on each line. When completing this budget a completed Annual Spending Plan must be attached.

Session Dates		Program		General Information							Stipends			Materials		Transportation		TOTAL	
		Title	Grade Levels Served	Number of Students	Number of Teachers	Number of Weeks	Number of Days Per Week	Days of the Week	Number of Hours Per Day for Instruction	Number of Hours per Day Including Planning DO NOT CHANGE WILL CALCULATE	Stipends (\$14.50/hour)	Employee Benefits (8%)	Consultants (put in \$\$)	Materials	Transportation Cost				
Jan.-Mar. 2018		Academic Support Club	3-5	15	1	8	1		1	0.5	\$174.00	\$13.92		\$55.60				\$243.52	
Jan.-Mar. 2018		Number Munchers Club	1-2	15	1	8	1		1	0.5	\$174.00	\$13.92		\$55.60				\$243.52	
Jan.-Mar. 2018		Book Club	4-5	15	1	8	1		1	0.5	\$174.00	\$13.92		\$55.60				\$243.52	
Jan.-Mar. 2018		Academic Enrichment Club	2-4	15	1	8	1		1	0.5	\$174.00	\$13.92		\$55.68				\$243.60	
Jan.-Mar. 2019		Transportation for Clubs		60	4	8	1			0.5	\$0.00	\$0.00			\$444.00			\$444.00	
										0.5	\$0.00	\$0.00						\$0.00	
										0.5	\$0.00	\$0.00						\$0.00	
										0.5	\$0.00	\$0.00						\$0.00	
										0.5	\$0.00	\$0.00						\$0.00	
										0.5	\$0.00	\$0.00						\$0.00	
		EXTENDED DAY COORDINATOR								0	\$0.00	\$0.00						\$0.00	
											\$696.00	\$55.68	\$0.00	\$222.48				\$1,418.16	
TOTAL																			

Funds from School-based Allocation: **\$1,418.16** Amount Remaining: **\$0.00**

**See Title I handbook Section 1.0 Funding and Accounting - Fiscal Section -spending procedures for steps needed to complete consultant process

Principal Signature 

Director Signature 

Office of School Support and Improvement

Date 11-2-17

Date 11/9/17

