

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. note	Notes re: phone numbers (partial) (1 page)	n.d.	P6/b(6)
002a. bio.	Susan Robin Davis' Bio (partial) (1 page)	09/03/1999	P6/b(6)
002b. resume	Resume of Jessica Goldstein (partial) (1 page)	09/03/1999	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Andrew Rotherham (Events)
OA/Box Number: 17351

FOLDER TITLE:

Class-Size Event September 7th

2011-0103-S

rc161

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

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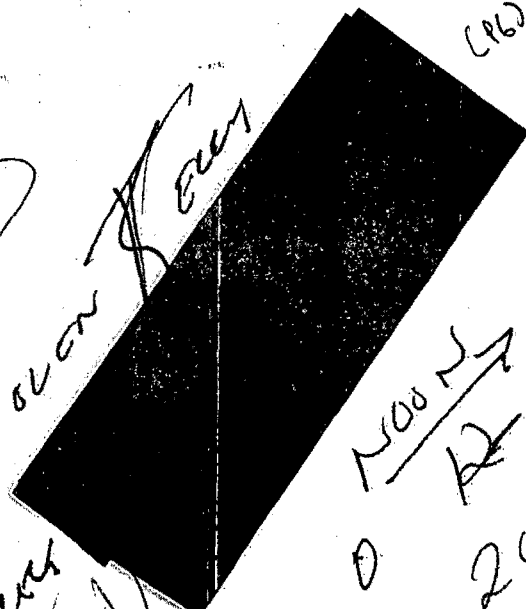
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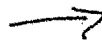
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P6(b)(6)



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P6(b)(6)

(Susan) Robin Davis - biography

Born - [redacted] P6(b)(6) [redacted] Cheverly, MD (PG. County)

Grew up in Burtonsville, MD (Montgomery Co.)

Schools attended

All Montgomery
County
Schools { Barrie Day School kindergarten → fourth grade
Burtonsville Elem.
Francis Scott Key, Jr. High
Paint Branch High School
* graduated 1975

Undergrad. Schools:

Wilkes College in Wilkes-Barre, Pa 1975-1976

Western Maryland College 1976-1979

* graduated in 1979 w/ BA in English and
teaching certification (elem. & middle)

Teaching Experience

Montgomery County Public Schools 1980 → present
have taught grades 1, 2, 3, 4 and 5presently teaching Reading Initiative

Personal:

P6(b)(6)

P6(b)(6)

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002b. resume	Resume of Jessica Goldstein (partial) (1 page)	09/03/1999	P6/b(6)
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3. Update

P6(b)(6)

Jessica L.

Goldstein

SS#

P6(b)(6)

CAREER OBJECTIVE:

To embark on a career as an elementary or middle school teacher in order to facilitate the learning of children and their development into successful individuals.

EDUCATION:

University of Maryland, B.S., Elementary Education
Honors Thesis: "Multicultural Education: An I-Search"

May 1995

TEACHING EXPERIENCE:

Montgomery County Public Schools

May 1995 to Present

Teacher 5th*- now Reading Initiative*

Fairland Elementary School, Silver Spring, Maryland

Jan. 1995 to May 1995

Student Teacher

Gradually took over full responsibility of class, including planning, delivery and assessment of instruction.

Prince George's Public Schools

1994-1995

Substitute Teacher

Bond Mill Elementary School, Laurel, Maryland

Sept. 1994 to Dec 1994

Field Placement

Taught a variety of lessons and activities to fourth graders, using a multitude of methods throughout the semester.

Hyattsville Elementary School, Hyattsville, Maryland

January 1994 to May 1994

Field Placement

Studied the human development of third graders and taught specific lessons throughout the semester.

Burtonsville Elementary School, Burtonsville, Maryland

Sept. 1993 to Dec. 1993

Field Placement

Observed an assortment of teaching methods, for first graders, and assisted cooperating teacher with specific lessons.

RELATED EXPERIENCE:

Jewish Community Center Nursery School

Substitute Teacher

Ellingson Review Seminars, Rockville, Maryland

September 1993 to Present

Tutor

Tutored and prepared High School students for their college entrance exams.

LEADERSHIP POSITIONS:

University of Maryland, LaPlata Hall

September 1993 to May 1994

Resident Assistant

Resolved individual and group conflicts on a floor of 75 residents. Often was responsible for all the buildings residents. Fostered positive behavior among students. Responded to emergency/crisis situations including suicide attempts, fights and assaults.

Sunday, September 05, 1999 12:49 PM To: Stephanie Cutler

From: Nathalie Herman,

301816

Robin Davis

Audey

-1-

Thank you Secretary Riley. It's an honor to be with so many important dignitaries here today who have done so much for this nation, especially you Mr. President.

I've been teaching for twenty years, so you can imagine the countless times I've been asked my opinion about changes I'd like to see in our school systems. Educational philosophies, techniques, and strategies that promise improved academic performance come and go, and if you stay in this profession long enough, you'll see those same trends resurface, but with a new name. I haven't been passionate about many of them over the years, but I have had a strong opinion on one particular educational aspect. So when I'm asked to make suggestions (and sometimes, even when I'm not asked) I talk about the need for reducing class size.

Anyone who teaches, parents, or mentors a child, wishes for more time to be able to spend with that child, at some point. We can't alter the laws ~~the~~ the universe and create more hours in the day. The solution (to this demand for extra time) that is do-able; the solution that's the simplest is the one that's been made possible for us now at Brooke Grove. That solution is President Clinton's Class Size Initiative which allows us to reduce class size by funding more reading teacher positions. In other words, because we have more teachers working together here at Brooke Grove, we have smaller classes in the primary grades.

I've taught grades one through five over the years, but this year, because of the President Clinton's foresight, I'm a Reading Initiative teacher. That means that I will work with the Brooke Grove staff and Brooke Grove students of different age and ability levels to meet the goals and outcomes of the Reading Initiative Program. Together, we'll be able to provide explicit reading

-2

instruction and support to small groups of students (that's fifteen kids or less) to ensure Success for Every Student. By increasing the quality of reading instruction in primary classrooms we hope all second graders will be reading proficiently by the end of their school year. In Reading Initiative classrooms where teachers are able to better attend to each developing reader (because of that smaller class size), we want to be able to say to every child every day, "What great work you did today! That's what good readers do!"

I hate to use a teaching cliché, but it really is as simple as ABC. Less IS more. That is to say, less kids in a primary reading class means more individualized instruction and attention from the teacher for each student. Kids learn better that way. And it stands to reason that kids who are successful as early learners are bound to take that confidence with them as they continue to achieve in their journey as lifetime learners.

So thank you, President Clinton, for your commitment to improving education. Thank you, in particular, for helping the students here at Brooke Grove, especially my fifteen reading students, who will be able to better prepare for whatever challenges life

09/06/89 MON 12:07 FAX

September 05, 1991

12:49 PM To: Stephanie Culter

From: Nathalie Heiman.

3018169311

Page: 2 of 2

may bring. My students will learn better this year because I have more time to spend with them. I have more time to spend with them because of your leadership.

On behalf of this community, staff, and student body, I am very honored to introduce to you now The President of the United States of America.

PRESIDENT CLINTON CITES RECORD-BREAKING SCHOOL ENROLLMENT AS MORE EVIDENCE OF THE NEED TO INVEST IN OUR SCHOOLS

August 19, 1999

TODAY, THE PRESIDENT ANNOUNCED THE RELEASE OF THE BABY BOOM ECHO REPORT, WHICH REVEALS A RECORD HIGH NUMBER OF SCHOOL-AGE CHILDREN – AND DRAWS ATTENTION TO THE PRESSING NEED FOR INVESTMENT IN OUR SCHOOLS. President Clinton urged Congress to enact a responsible budget that pays down the debt, strengthens Medicare and Social Security, and invests in national priorities like education. The President pointed out that the Republican tax and budget could cause devastating cuts in key initiatives to keep schools safe and drug-free, help children learn to read, reduce class size in the early grades, support after-school programs, and expand access to college. At a time when the need is urgent, the Republican plan would support the modernization of only about one-tenth as many schools as the President's plan.

CHILDREN OF BABY BOOMERS CONTINUE TO BREAK SCHOOL ENROLLMENT RECORDS

- **Total public and private school enrollment will reach a record 53.2 million students this year.** The 1996-97 school year was the first year that members of Baby Boom Echo broke their parents' record for school enrollment, and they have continued to enroll in the record-breaking numbers every year since then. In fact, it is expected that enrollment will continue to increase every year until 2008.
- **The West and South lead the nation in growth.** While every region of the country will see significant increases in student enrollment, Southern and Western states will experience the greatest growth. Between 1989 and 2009, the West will see enrollment increase by over 35%, while enrollment in the South will increase by nearly 20%.
- **Growth is both urban and suburban.** The top 25 growing districts in the country are both urban and suburban. From 1987 to 1997, New York City has the largest increase (131,920), followed by Dade County (92,635) and Los Angeles (91,119). Suburban districts surrounding Atlanta: Gwinnett County (35,462), Cobb County (24,702) and Fulton County (23,089), and the Washington, D.C. suburbs: Montgomery County (28,752) and Prince Georges County (23,935) have also experienced rapid growth.
- **The most rapid increases over the next ten years will occur in America's high schools.** High school enrollment is expected to increase by 1.3 million students over the next decade (from 14.9 million in 1999 to 16.2 million in 2009), creating a pressing need for more well trained teachers. On average, high schools also cost approximately twice as much to build as elementary schools. The average cost of construction for new schools is \$8 million for elementary schools, and \$16 million for high schools. [Council for Educational Facility Planners International, 1997]
- **College enrollment will rise to an all-time high of 14.9 million this year.** This is the second year in a row that college enrollment has set a new record. This number is expected to jump an additional 1.5 million in the next ten years, at a time when colleges and universities are already filled to capacity.

HIGHER ENROLLMENT UNDERSCORES NEED FOR GREATER INVESTMENT IN SCHOOLS, AS PRESIDENT CLINTON HAS PROPOSED

- **The size of the Baby Boom Echo underscores why we must act now to build new schools and fix old ones; and to recruit and hire high quality teachers to reduce the class size in the early grades.** President Clinton has proposed, as part of his balanced budget, to support state and local efforts to build or renovate up to 6,000 schools nationwide; and to fulfill the commitment he and Congress made to hire 100,000 new teachers to lower class size in the early grades.

REPUBLICAN PLANS FAIL TO ADDRESS URGENT NEED FOR SCHOOL CONSTRUCTION AND MODERNIZATION

- **The Republican plan denies local school districts vital support to build and modernize up to 6,000 public schools across the nation.** The President's targeted tax cut would cover the interest on state and local efforts to build and modernize 6,000 public schools across the nation. The Republican tax cut provides marginal help to address the needs of only one-tenth that many schools. The President's proposal to modernize our public schools could be fully funded using only about 1% of the Republican tax cut approved by the House.

REPUBLICAN PLANS FAIL TO PROVIDE SMALLER CLASSES FOR AMERICA'S CHILDREN

- **Republican plans undermine a bipartisan effort to ensure funding for smaller classes.** Last year, a bipartisan agreement was reached to make a down payment on the President's plan to hire 100,000 teachers to reduce class size in the early grades to a nationwide average of 18; earlier this month the Education Department awarded funds to help local school districts begin hiring 30,000 teachers before school starts this fall. While the President wants to finish the job, House Republicans have passed a bill that undermines this class size initiative and fails to guarantee that one cent will be used to hire a single teacher to reduce the size of a single class.

REPUBLICAN TAX BILL SQUEEZES OUT OTHER KEY INVESTMENTS IN EDUCATION

- **The Republican tax and budget plans could force dramatic cuts in funding for education.** The President cited Administration estimates¹ of the long-term impact of the Republican plans on key investments to improve our schools and expand access to college. In the tenth year alone of the Republican tax and budget plans, the nation could be forced to deny support to nearly 6 million students in high-poverty communities; withhold from 520,000 children the assistance they need to learn to read; deny 430,000 kids access to Head Start; slash Pell grants, and block hundreds of thousands of students from the opportunity to work their way through college.

¹ The calculations are based on the Republican budget and tax plans, assuming that Congress also funds defense at the President's requested level and pays down debt by as much as the Congressional budget resolution promises. Given these assumptions, the budget resolution the Republican tax plan would require dramatic cuts to domestic discretionary programs -- cutting more than half from current funding levels.



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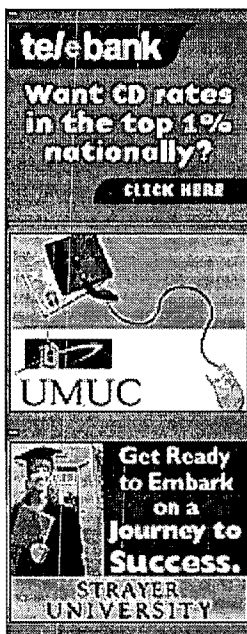
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Weast Charts A New Course

Challenges Are Seen In System's Growth, Gap in Achievement

Thursday, August 26, 1999; Page M01

Jerry Weast, new superintendent for Montgomery County's public schools, had been on the job for one week and already the walls of his office were covered in personal touchstones, children's books and the visual metaphors he so favors in making a point: prominent among them a placard on his desk reading THINK.

He shows off a small acrobat made from horse nails--a reminder of his humble beginnings on a Kansas farm--balancing precariously on a flat disc of swirling blue and white sand that shifts with every shake. Both, he says, are reflections of modern life and the dance he's going to have to learn to lead in rapidly changing Montgomery County.

He inherits a school system that anticipates 131,000 students when school opens next week, 3,000 more than last year and more than twice the population of his last posting, in Guilford County, N.C. Those students include not only the highly gifted and those who make the annual roster of National Merit Scholars, but the highest population in the state of Hispanic non-English speakers who were actually born in this country and those who receive free and reduced-price school meals and are struggling to make it.

Weast, 51, is coming into a system where on average, the growing number of African American and Hispanic students don't score as well and take far fewer advanced classes than their white and Asian counterparts. It is uncharted and complicated territory, but Weast makes no bones he is heading straight for it.

No stranger to controversy, Weast has been both lionized and lashed in his previous school districts and created quite a stir when Montgomery school board members announced his \$300,000 annual salary package would make him among the three highest paid school administrators in the nation.

In a wide-ranging conversation with Washington Post reporter Brigid Schulte--from the achievement gap to teacher evaluations to his sometimes abrasive personal style--Weast talked about his plans for a school system that is seen as one of the wealthiest and best in the country. But critics contend it has become complacent and calcified.

He spent his first week following the mail deliverers, gathering data and dropping by the myriad of departments in the central office with complicated acronyms for names, asking people what they do. He's

had lunch with the cooks in the cafeteria, and, at a large "voluntary" staff meeting that had people spilling out in the hallways, he asked staff members to draw symbols of who they thought they were and then find others in the audience with the same symbol--an exercise to try to unify what he sees as a fractionalized bureaucracy.

The following is an edited transcript:

Q: One of the first things you said you would do when you met with community members last month is to reorganize the central office and make it more service-oriented. That begs the question, how do you see it now?

A: I think it is a good organization, considering the structure of the building itself and all of the different areas that we encompass. I think that what we have here is an organization trying to do the best it can. It works hard. What I'm asking people, are there ways we can work smarter?

Because if you create an organization that has four pages of acronyms, does that translate to the real world and to helping people? Would people see that as being more helpful or as confusing, a different language?

(He holds up the list of acronyms, which is designed to help staffers better understand hallway talk. It includes, among others, CI - Continuous Improvement, not to be confused with CIP, the Capital Improvements Program, nor CIRF, Conflict Intervention, Resolution and Follow-up.)

After visiting with small groups, the groups themselves said they wanted to change, and they were using my arrival as an opportunity to say, It's okay to change, to do greater things, to do better.

I also made it fairly clear we wouldn't have any more people because we probably don't have any more space and because I want to get more energy down in the classroom. So, I began to ask, if we get more asked of us, by all kinds of different people, how can we organize to work smarter to accomplish that, what could we consolidate in all of these acronyms to make some sense?

If you've got a good organization, what you try to come in and do is to continuously improve that organization. You don't come in and try to tear that organization down.

Q: What are the biggest challenges you see facing Montgomery County schools?

A: I think size is always a big challenge and how you can take a large organization and make it less bureaucratic and as responsive as any small organization.

We're growing about 3,000 children a year. We're doing a lot of restoration work, and we're having to do building, so it's how to intertwine that growth and that restoring and tie that with the educational programs, tie that with the community at large and do that

in a way that you can work efficiently and effectively to deliver an educational opportunity to all children that is highly rigorous and results-oriented.

Another one of the challenges we have, I think, is that, overall, the district is doing well. But when you start taking a look at different groups of children in the district, either by geography or by scores, you start to see some unevenness, for want of a better word, people around here call it the gap.

One of the things we've got to do is examine what's creating this issue, because generally, the scores are high. So what are those impediments? One of the areas I'm going to look at are early childhood education, early literacy.

Some of the things I did this morning were to take a look at the different clusters, the projected enrollment, what percent that is of the whole district, the numbers of professional staff, the percent of the total professional staff, and, most importantly, look at educational load. It's a good formula here. They look at poverty, older than grade age children, mobility, academic achievement and free and reduced meals, or FARMS, and developed a formula called educational load. They found, the higher the ed load, the higher the impact on learning.

So I'm trying to compare the ed load with how they were staffing, to see if there was a correlation. And I will be gathering this information for the first few months to see if we're walking what we're talking. And if we're not, why not.

Q: The Reading Initiative here is one of the strategies the county is using to try to close the achievement gap, by lowering class sizes, adding more teachers and giving more focused instruction.

A: I like the Reading Initiative. I like the smaller class size, but I think we've got to do some other things in conjunction with it. One question I asked this morning is, where are they? How many are there? Are they in the right places?

Research has told me and time has told me, even if you break into smaller units, if you do it the same way, you won't be effective.
Research tells us that if we break into smaller units and change the instructional delivery and the organizational pattern of the bureaucracy at the same time, to the third power you become more effective.

I have more questions than I have answers. I think that's helpful.

Q: Speaking of unevenness, a few months ago, it came to light that high schools were setting their own passing scores for Algebra I, and they varied widely. The same score would have given you an A at one school, a D at another.

A: Maybe we ought to think about that. The question becomes are we, because of our structures, promoting or creating some of the unevenness?

Q: With passing scores varying so widely, what does that say?

A: That's the question I'll be asking, what does that say, why are we doing it? I'd like to hear what that answer is.

Q: It certainly seems from the outside you're lowering the standard some places so it looks like all are succeeding.

A: That's why you would ask that question. Are we sending a clear message? Or are we sending a message that we're uneven and we accept the unevenness?

Q: Do you?

A: No. I want the same child, regardless of where they live, regardless of their circumstances, to have the highest quality education we could possibly deliver. I want that child in a safe environment. I want that child in a learning culture. I want that child to have an excellent teacher. I want that child to develop a vision that they can do it. And I don't think I'm much different than any parent.

When you give us that child for those few hours every day, you want us to have a bond and connection with your child. You want to understand us, not through educationese, what we're really about. You want us to understand you, what barriers you may have.

And you're going to want us to work on any issues that we possibly can to help that child in the learning process. And you're not going to want us to identify it six years later. You're going to want us to identify it as early as possible and you're going to want us to get on it in a way that will utilize and increase their potential.

Q: Yet there's a perception in the community that the squeaky wheel gets the grease, so to speak. If you're well-educated or know how to work the system, you get the best for your child. If you are perhaps less sophisticated or don't know how things work, your child gets left behind. Some blame some of the unevenness on an administration that has been willing to placate the squeaky wheels and lose sight of the silent ones.

A: We can't afford to lose sight of anyone. And we have to be an advocate for everyone. I do think we need to somehow gather together to work on this children's agenda in a less splintered way. Just like I found four pages of acronyms, I've had people call to set up appointments with me, and I'll bet there are several pages of groups.

My willingness to help make the organization a little more understandable has to go hand in hand with all these groups' willingness to work together, to create a seamless opportunity for every child, for children who have no advocate, as well as the child who has the greatest advocate. We can't ever underestimate the power of the group. It releases energy individuals just don't have.

I think the biggest concern that I have is, can we work together, can we build a common agenda that works for everyone? And if we can, will we? I read a report about the unevenness that I liked. It asked, if not here, where, if not now, when?

Q: That was from the Gordon Report on the achievement gap. It was written in 1990. And, some argue, little has changed since then.

A: And I'm reminding people that that was 1990. It's 1999 now and we're about to turn the century mark. I think we need to organize for that. I think we need to staff for that. I think we need to work together for that, because I think we have the ability in Montgomery County to build a template that is inclusive and works for everybody at high levels and high standards.

I don't think we'll get there overnight. I don't think we'll get there alone, we'll have to see what else is going on in the world. I don't think we'll get there without carefully studying and defining the problem. Unless we work together, unless we have the courage to call some of the difficult questions. I do believe we can get there. I do believe this is the place we can do it.

Q: You've said teachers are critical to closing the achievement gap. A recent report to the Board of Education showed teacher expectations play a big role in whether minority students take Honors or Advanced Placement classes in high school.

A: I think you have to start much earlier and look at teacher expectations, not in high school, but way down, in literacy skills. From what we know about early childhood education, it starts with awareness, how much language is utilized in these neurons and pathways. How much are we developing these channels for language skills? So you have to build a rigorous environment from pre-K on up into high school that has expectations for every child up and down the line, that has to be supported at all levels of the institution and the community.

Q: How do you do that?

A: I think it would be very presumptuous of me to say. But I can say that this is the location. We've got to quit fixin' to get ready. Nine years is a long time to have a report around that tells you it's time to do something.

Q: In North Carolina, you created an uproar over a program to evaluate teachers called HELP, Helping Evaluators Lift Performance. More than 100 teachers were found less than adequate and in a year, half of them had quit or resigned. Some people hated you for it. Others packed rooms at national education conferences to hear you talk about it. What do you plan to do about teacher evaluations in Montgomery County?

A: A group has been chewing on a teacher evaluation plan for about a year and a half. I was very pleased with a lot of the components, like involving other teachers, helping to determine strategies to improve teacher education, early staff development, targeting issues that need to be worked on at the individual, group and district level.

So I will be joining with groups already working on that, and try to work with them as we try to develop a model that can help lead the nation. Because teacher quality and expectations are a cornerstone of any school system. That's the key.

Q: In a Washington Post poll earlier this summer, teachers were asked if there was a teacher in their department or subject area who should not be teaching. Thirty-eight percent of the teachers polled in Montgomery County said yes.

A: Well, what's the odds of having 9,000 of any particular work force and they'll all be at the same level? I think the answer's obvious, that's virtually impossible. The next question is, what do you do with people who need help? How do you provide it, and at what point in time do you make a decision that, with regard to that individual, you've gone as far as you can go?

I can tell you what I'm looking for in an evaluation system, one that's truthful. It's just that simple. And one that helps the individual not get petrified by that information, paralyzed, but gets them on the road to a continuous improvement plan in a way that is logical, sequential and targeted, not just for the individual, but to help the individual improve student performance. How that's gone about is equally as important as if it's gone about. I've learned that over time.

Q: Some in North Carolina said you had a heavy-handed way of going about that.

A: There was a sense of urgency because it hadn't been gone about for a long time. It was a real problem, with the number of children there being able to read and write. I took over three districts that, the first set of writing scores, when I aggregated them, was 20 percent. So, we had some work to do.

Here, I've got a high quality district that has some unevenness. And here I have, obviously, compared to most places, a highly satisfied work force that is producing. We also need to think about ways of recognizing those that are making a big difference.

Q: You're a believer in testing. But critics say they don't tell the whole story.

A: Do I believe in testing just for the sake of testing? No. I've got a Dr. Seuss book over here that explains probably better than I could. (He reads sections from Seuss' "Hooray for Diffendoofer Day")

"Our teachers are remarkable they make up their own rules." That's point one, if you can do it at the sight level, that makes some difference. "My teacher's Mrs. Bonkers, she's bouncy as a flea. I'm not certain what she teachers, but I'm glad she teaches me." That's a real key.

The story goes on about the principal, Mr. Lowe, under pressure because of new tests. He tells the students: "If our small school does not do well, then it will be torn down, and you will have to go to school in dreary Flobbertown."

But Mrs. Bonkers steps in, "Don't fret, she said, "you've learned the things you need, to pass that test and many more, I'm certain you'll succeed." There's your expectations and there's your broader curriculum. It's more than just a test.

Q: School safety is a big concern, particularly after something like the shootings at Columbine High School in Colorado. That shook former Superintendent Paul Vance and spurred him to ask for money to put video cameras in all the high schools. But security experts say video cameras will never stop a Columbine, indeed Columbine had video cameras. What you need are more guidance counselors, school psychologists and a principal who knows what's going on. A report to the Board of Education last month showed Montgomery County schools are falling short on that.

A: I thought it was healthy they developed a report. I don't think it is just one magic thing you do, because you're dealing with humans, and humans are complex.

I think each building has got to think of their plan, working with their community and their parents and their children.

The responsibility from my office is to call the question, generate the kinds of support they need to address the issues and help the other agencies in the community concerned about safety to interrelate.

I don't think you can sweep under the rug and think it's not going to happen here.

Q: What about the recommendation for more school psychologists?

A: We used to think if we put a school nurse in every building, we'd cure all the health problems. I don't think we can just put another counselor in and say, this is your responsibility, safety. You're supposed to notice everybody. There are sometimes 2,000 kids in these buildings.

I think we all have to take a piece of the action.

Each parent or guardian or significant person in that child's life is going to have to start watching what's going on with that student. That goes with my whole theme of the factionalized environment.

The more factions you have, the more cracks you create for people to fall through.

Q: In Greensboro, your friend and supporter, school board member Johnny Hodge likened you to Gen. George Patton. Is that the style you intend to bring to Montgomery County?

A: No. So many things that we do in leadership positions are specific to what the issues are you have to address and the sense of urgency with which you have to address it. I think in this particular situation, it's a good organization, we can be better, we're not there, you don't have to go very far to find people to help you understand that.

While I have the same sense of urgency, that this is the only time a child has in school, I think you can temper that. You start addressing issues by asking questions. You start mobilizing forces to find a shared vision.

Q: So how would you describe what your approach will be in Montgomery County?

A: I kind of like Ike Eisenhower. I come from Kansas, too. I tend to think I can be Eisenhower here. And this is kind of a combined force. And what we're trying to do is make a landing and get a beachhead on a very difficult problem, called closing the gap, and no one group will be able to do it alone.

It will take a lot of coordination, collaboration, and you'll have some people take some objectives. But you've got to have more of a united front.

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A NATIONAL EFFORT TO ENSURE SMALLER CLASSES WITH WELL-PREPARED TEACHERS

In his weekly radio address, President Clinton announced that the U.S. Department of Education will distribute \$1.2 billion next week to help local school districts move immediately to begin hiring 30,000 teachers -- the first down payment on the President's plan to help reduce class size in the early grades to a national average of 18. By the time children go back to school this fall, communities in all 50 states will have new qualified teachers and smaller classes in the early grades. The President also called on Congress to finish the job by enacting his plan to continue progress toward hiring 100,000 well-prepared teachers over the next six years. This initiative will help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade.

\$1.2 Billion to Ensure Smaller Classes with Well-Prepared Teachers in the Early Grades. President Clinton announced that the U.S. Department of Education will distribute \$1.2 billion next week to help schools take the first step in reducing class size in grades 1-3 to a national average of 18. These funds will be immediately available to all 50 states, the District of Columbia and Puerto Rico to help schools throughout the country hire approximately 30,000 teachers, the first down payment on the President's plan to reduce class size by hiring 100,000 well-prepared teachers over the next 6 years. The funding will ensure that communities across the nation will have additional well-prepared teachers ready to teach in smaller classes this fall.

Building on a National Commitment to Reduce Class Size. Last year, Congress came together across party lines to make a bipartisan commitment to reduce class size in the early grades, providing a \$1.2 billion down payment on the President's \$12 billion, seven-year plan to ensure smaller classes with well-prepared teachers all across America. Today, the President called on Congress to keep its commitment and help finish the job by approving his plan to continue progress toward hiring 100,000 teachers over the next 6 years. Class size is not a partisan issue -- it is good education policy, backed by research, and championed by elected officials in both parties.

The President's initiative will ensure that children across America get personal attention, acquire a solid foundation for further learning, and learn to read well and independently by the end of the third grade. But legislation and funding plans currently being considered by the Congress would back away from this bipartisan commitment by failing to provide sufficient or dedicated funding to reduce class size in the early grades, seriously undermining our national commitment to make smaller classes in the early grades a reality for all of America's children. This legislation follows a failed attempt earlier this year in Congress to erode our national commitment to smaller classes.

Small Classes Make A Difference. Research has shown that class size reduction in the early grades is one of the most direct and effective ways to boost children's academic achievement. A landmark study of class size reduction in kindergarten through third grade in Tennessee found that students in smaller classes earned significantly higher scores on basic skills tests in all four years and in all types of schools. Smaller classes were found to make the greatest difference for minority and disadvantaged students. Students participating in Wisconsin's class-size reduction effort also outperformed their counterparts in larger classrooms on standardized tests, and demonstrated an increased ability to close the "achievement gap" between black and white students. Recent follow-up studies of the Tennessee class size effort show that students who start out in smaller classes are less likely to drop out of high school, more likely to get good grades in high school, and more likely to take steps needed to go to college. These benefits remained especially noteworthy for disadvantaged and minority students.

Smaller classes also improve discipline and make it easier for teachers to spend more time on instruction. In Burke County, North Carolina, the percentage of classroom time devoted to instruction increased from 80 percent to 86 percent, while the time diverted to non-instructional activities such as discipline decreased from 20 percent to 14 percent when class size was reduced. Students from Tennessee's STAR program worked

harder and caused fewer discipline problems than students from larger classes, even after the STAR students returned to large classrooms.

Hiring and Training High-Quality Teachers. In order to ensure that smaller classes are taught by high-quality teachers, the class size initiative proposed and signed into law by the President helps local districts recruit high-quality teachers, requires them to hire certified teachers and makes 15% of the funds available to help teachers improve their skills. The initiative will be phased in over the next 6 years to give schools and districts time to hire, recruit, and train high-quality teachers. Moreover, the class size initiative will provide the most help to high-poverty communities, which have the hardest time recruiting new teachers in the past, and can use these funds to hire and retain more high-quality teachers.

PR Award No.	Applicant Name	Awarded Amount FY 1999
P336B990072	UNIVERSITY OF WISCONSIN / MILWAUKEE	\$ 1,445,018
P336B990043	UNIVERSITY OF TENNESSEE / CHATTANOOGA	\$ 648,759
P336B990070	UNIVERSITY OF SOUTHERN COLORADO	\$ 749,159
P336B990073	UNIVERSITY OF ALASKA ANCHORAGE	\$ 1,084,457
P336B990042	ILLINOIS STATE UNIVERSITY	\$ 2,413,734
P336B990008	NORTH CAROLINA CENTRAL UNIVERSITY	\$ 705,419
P336B990039	KANSAS STATE UNIVERSITY	\$ 1,114,008
P336B990079	JACKSON STATE UNIVERSITY	\$ 582,678
P336B990069	WASHINGTON STATE UNIVERSITY	\$ 1,969,070
P336B990064	ARIZONA STATE UNIVERSITY	\$ 2,557,786
P336B990014	WESTERN KENTUCKY UNIVERSITY	\$ 1,146,097
P336B990035	YOUNGSTOWN STATE UNIVERSITY	\$ 262,249
P336B990044	SAGINAW VALLEY STATE UNIVERSITY	\$ 1,796,881
P336B990003	KEAN UNIVERSITY	\$ 1,574,713
P336B990053	GRACELAND COLLEGE	\$ 177,124
P336B990061	UNIVERSITY OF SOUTH CAROLINA	\$ 967,994
P336B990084	TEXAS A&M UNIVERSITY SYSTEM	\$ 2,550,605
P336B990062	UNIVERSITY OF MIAMI	\$ 1,976,707
P336B990032	SOUTH CAROLINA STATE UNIVERSITY	\$ 1,745,658
P336B990049	MISSISSIPPI STATE UNIVERSITY	\$ 1,736,695
P336B990038	OUR LADY OF THE LAKE UNIVERSITY	\$ 1,335,632
P336B990054	BALL STATE UNIVERSITY	\$ 509,936
P336B990046	JOHNS HOPKINS UNIVERSITY	\$ 2,357,370
P336B990015	BOSTON COLLEGE	\$ 1,404,153
P336B990023	SOUTHWEST MISSOURI STATE UNIVERSITY	\$ 600,598
		\$ 33,412,500



Jordan Tamagni

09/03/99 12:08:58 PM

.....

Record Type: Record

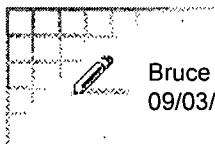
To: Andy Rotherham/OPD/EOP@EOP

cc:

Subject: Fw: From Bruce

FYI -- I'll probably use this language pretty much verbatim...

----- Forwarded by Jordan Tamagni/WHO/EOP on 09/03/99 12:07 PM -----



Bruce N. Reed

09/03/99 12:02:51 PM

Record Type: Record

To: Jordan Tamagni/WHO/EOP@EOP

cc:

Subject: Re: Welcome Back to Fun City! 

The nub of the message is something like this (he may not want to sound quite this harsh, but we should try): Perhaps the greatest difference between our budget plan and the Republicans is over education. My budget provides money to finish the job of hiring 100000 teachers to reduce class size, expand after-school, increase Head Start, and hold schools accountable for results. Their budget and tax plans would devastate education. The Republican leadership hasn't put forward a Labor-HHS appropriations bill because they have a secret plan to raid education -- and they know many of their own members won't support it. That's wrong. They can't wait to throw \$800 billion at a tax cut, but they have yet to put a penny into education. You can't be for education if you're for a tax cut that would force a 50% cut in the number of kids in Head Start and after-school and the number of poor schools we can turn around. You can't be for education if you're for a budget plan that puts education last. I will veto their tax bill because of what it would do to Medicare, education, and other priorities -- and I will not support a budget that cuts education when we ought to be investing more. I want us to come together across party lines and do right by America's schools. Politics should stop at the schoolhouse door.

At the event, he'll meet two of the first teachers hired under our program to reduce class size, who obviously wouldn't be there if the Repubs got their way. Also, you can do the Pres's little riff on math: The kids at this school are learning basic math. We could use their help in Congress etc.

 **Jordan Tamagni**
09/03/99 06:23:14 PM
.....

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP
cc:
Subject: Re: Welcome Back to Fun City!

here you go

----- Forwarded by Jordan Tamagni/WHO/EOP on 09/03/99 06:23 PM -----

 **Bruce N. Reed**
09/03/99 12:02:51 PM

Record Type: Record

To: Jordan Tamagni/WHO/EOP@EOP
cc:
Subject: Re: Welcome Back to Fun City! 

The nub of the message is something like this (he may not want to sound quite this harsh, but we should try): Perhaps the greatest difference between our budget plan and the Republicans is over education. My budget provides money to finish the job of hiring 100000 teachers to reduce class size, expand after-school, increase Head Start, and hold schools accountable for results. Their budget and tax plans would devastate education. The Republican leadership hasn't put forward a Labor-HHS appropriations bill because they have a secret plan to raid education, and they know many of their own members won't support it. That's wrong. They can't wait to throw \$800 billion at a tax cut, but they have yet to put a penny into education. You can't be for education if you're for a tax cut that would force a 50% cut in the number of kids in Head Start and after-school and the number of poor schools we can turn around. You can't be for education if you're for a budget plan that puts education last. I will veto their tax bill because of what it would do to Medicare, education, and other priorities -- and I will not support a budget that cuts education when we ought to be investing more. I want us to come together across party lines and do right by America's schools. Politics should stop at the schoolhouse door.

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North Carolina Central University
P338B980008
Teaching Matters: Quality Counts
09/1/98 to 08/31/2004

Accountability

The Teacher Quality Enhancement Partnership Grant will enable North Carolina Central University to create or explore new avenues in order to: 1) meet the state, local and national needs for increased numbers of highly qualified teachers over the next decade who are reflective of increasing student diversity; 2) ensure that all new teachers have the content knowledge and skills to enable all students in their classrooms to learn; 3) achieve systemic and lasting change in teacher preparation that will lead to improved student achievement; and 4) hold teacher educator programs accountable for the performance of their graduates.

Redesign teacher recruitment prep system + accountability for the program

Through the use of Title II funds, NCCU will develop a framework consisting of eight components that will achieve the goals stated above. These components consist of the following: 1) recruitment and graduation of prospective teachers; 2) expansion of clinical experiences and other school-based studies; 3) redesign of pre-service education curricula with special attention on critical thinking, work with parents and community, and culturally responsive pedagogy; 4) induction and support of beginning teachers; 5) utilization and integration of technology into the classroom curriculum; 6) establishment of a cohesive, coordinated system of ongoing professional growth for public school teachers and university faculty; 7) development of policy initiatives in support of teacher quality; and 8) collaborative research and dissemination of promising practices.

Accountability

Western Kentucky University

Award # P336B990014

Award Dates: 10/01/99 - 09/30/04

Ten "Renaissance Group" teacher prep institutions, together with their schools of Arts and Sciences, partner K-12 schools, and business partners have joined to redesign their teacher prep programs "to shift from delivering instruction to producing student learning." Six objectives are projected: 1. Developing accountability systems that evaluate impact of teachers on student learning; 2. Adapting and using Teacher Work Sample Methodology to demonstrate that new teachers can facilitate learning for all students; 3. Implementing teacher mentoring teams of arts and sciences professors, experienced teachers, and teacher educators for expanded clinical experiences in high need schools; 4. Building meaningful business partnerships; 5. Networking partnership resources to improve teacher quality and student learning; and 6. Implementing a research and dissemination program that connects teacher performance to student learning.

—Business partnerships

* Redesigning teacher prep to focus on producing student learning & connecting teacher work to student achievement

Applicant Name: Johns Hopkins University
Award #: P336B990046
Date of Awards: 10/01/99-09/30/2004
Dept. Contact Person: Michelle Guilfoil

Project SITE SUPPORT (PSS) is a partnership of Johns Hopkins University, the University of Maryland, Morgan State University, the Baltimore City Public School System and four urban Maryland LEAs. The project will recruit, prepare, mentor, and retain 1390 teachers for high-need schools, 75% of which are in Baltimore City's highest-need schools. Some of the project's features include: providing tuition for teacher candidates; establishing a state-of-the-art electronic learning community, which will help enhance teacher candidates' technology competencies; developing Excellence in Teaching Education Institutes, which will use Arts and Sciences faculty to develop curricula, and evaluate teacher candidate portfolios and competencies; and working to retain teacher candidates for at least five years in high-need schools through a tuition loan forgiveness program, and in some cases, providing stipends.

- Recruiting, preparing, mentoring & retaining teachers for high need schools

- Models partnership b/w IHE + K-12: not a broken pass, but a relationship

- Tuition-forgiveness program to commit teachers to high-need areas

Arizona State University
P336B990064-99
Teacher Excellence Coalition: A Statewide Partnership
08/16/99 to 08/15/2004

The Arizona Teacher Education Coalition (AZTEC) is designed to: 1) Increase the number and quality of initial recruits to teacher education programs in state institutions; 2) Increase the consistency and quality of math and science content courses and clinical experiences; 3) Increase the quality of graduates' performances as new teachers, measured in collaboration with their State-level performance examinations; 4) Increase the percentage of new math and science teachers prepared by state institutions and concomitantly reduce the shortage of qualified math and science teachers in the target Enterprise Communities; 5) Increase the rate of retention of quality new teachers hired in Enterprise Community districts; 6) Demonstrate higher math and science achievement for Arizona students directly attributable to the impact of AZTEC; and; 7) Establish sustainability of the partnership through institutional agreements, shared scope of work, and common certification programs.

To accomplish these goals, AZTEC will coordinate the recruitment, preparation, and retention of highly qualified teachers of math and science statewide, and focus on the Enterprise Communities where the need is highest.

- Recruit preparation for math/science teachers
- Focus on enterprise communities
- Focus on retaining them, not just getting them out the door

Award # : 336B990043

Applicant Name: University of Tennessee at Chattanooga

Partner(s) Names:

UT Chattanooga, UT Knoxville, Hamilton County and Knox County Department of Education, Tennessee

Department of Education, Bellsouth Telecommunications, Education Edge, Career Development Collaboration.

Project Start and End Date: 10/01/99-9/30/2004

ABSTRACT

Urban Impact aims to improve the quality of preservice and inservice teachers but also to increase the quantity of teachers through professional development activities and through a completely redesigned teacher preparation curriculum. This curriculum will include strategies for faculty to model technology proficient instruction, parental involvement training, focus on diversity issues, and clinical experiences for preservice teachers in high need urban schools.

THE
K-12
Business (tech)
Career
Dev't group

- Technology
prep
- high-need urban

A Talented, Dedicated, Well-Prepared Teacher in Every Classroom

Secretary Riley announced last week \$43 million for 52 new grants to improve the quality of the nation's teaching force & reduce teacher shortages in high-need areas. Two types of teacher quality enhancement grants are being awarded.

Twenty-four state grants will support comprehensive statewide reforms that tackle critical system changes. These grants will support stronger teacher certification & licensing standards, reforms that hold entire institutions of higher education -- not just schools of education -- accountable for preparing high-quality teachers, & alternative pathways into teaching for highly qualified individuals. For example...

- California will use its grant to reduce the number of teachers working under emergency permits & to reduce math teacher shortages in high-need school districts. The state is also reforming state licensure & certification policies & developing new performance assessments for all teacher licensure candidates.
- North Carolina will use its funds, as part of its new performance-based licensure system, to train "assessors" who will fan out across the state to evaluate the classroom teaching performance of new teachers. University-based teacher preparation programs will be redesigned, & a new statewide Alternative Licensure Network will be created to provide quality training for those in non-teaching careers to become teachers.

Twenty-eight teacher recruitment grants will support partnerships between universities & school districts designed to attract new students into the teaching profession & reduce shortages & teacher turnover in high-need areas. For example...

- The Bank Street College of Education (NYC), in partnership with the Stevens Institute of Technology & 2 NYC school districts, will use its teacher recruitment grant to recruit, train, & place 75 new teachers who are currently uncertified, are changing careers, or who are from the Teach for America project. They will receive full scholarships to earn Master's degrees & extra training in the use of technology to enhance instruction in math, reading & science.
- The Norfolk State University, Norfolk, VA, in partnership with Norfolk & Portsmouth public schools, will use the grant to recruit & train 100 teacher aides, substitute teachers, military personnel & other mid-career professionals interested in teaching as a second career. The emphasis will be on recruiting qualified minorities committed to the urban classroom. The grant will provide an array of support services for the prospective teachers, both during teacher preparation & their first three years of employment. These support services include tutoring, book stipends, evening childcare facilities, mentoring & computer laboratories.

For more information, including a list of grantees, see:
<http://www.ed.gov/PressReleases/07-1999/tqrecruit.html>



FOR RELEASE
July 23, 1999

Contact:
Stephanie Babyak (202) 401-2311
Jane Glickman (202) 401-1307

ED FUNDS 52 NEW GRANTS TO IMPROVE TEACHER QUALITY, RECRUITMENT AND PREPARATION

U.S. Secretary of Education Richard W. Riley today announced the award of \$43 million for 52 new grants to improve the quality of the nation's teaching force and reduce teacher shortages in high-need areas.

"Research shows a direct link between effective teaching and student achievement," Riley said. "At the same time, many of our schools - especially those serving disadvantaged students and diverse populations - face critical teacher shortages and are plagued with high teacher turnover. If we expect to attract and retain high quality individuals to the field of teaching, we must reinvigorate the profession and give teachers the support they need to keep learning new and better ways to prepare today's students for the challenges of tomorrow's workforce. The grants we are announcing today are the critical first steps needed to improve teacher quality and help our states and communities put effective teachers in every classroom."

Two types of teacher quality enhancement grants are being awarded: \$33.4 million for 24 state grants and \$9.6 million for 28 teacher recruitment grants. The state grants will support comprehensive statewide reforms that tackle critical system changes. These initiatives include:

- strengthening teacher certification and licensing standards to ensure that new teachers have a higher degree of both academic content knowledge and teaching skills;
- implementing reforms that hold entire institutions of higher education - not just schools of education - accountable for preparing high-quality teachers with both content knowledge and teaching skills; and,
- establishing and strengthening alternative pathways into teaching for highly qualified individuals, including mid-career professionals and former military personnel.

The governor or the designated state agency responsible for teacher certification must submit the state grant application. States must match 50 percent of the Title II award with cash or in-kind support and are eligible for three years of funding.

For example:

California will reform state licensure and certification policies, developing new performance assessments for all teacher licensure candidates. The state will use Title II funds to take steps to reduce the number of teachers now working under emergency permits and to reduce teacher shortages in mathematics in high-need school districts.

North Carolina will implement its new performance-based licensure system. Funds will be used to train assessors who will fan out across the state to evaluate the classroom teaching performance of new teachers. University-based teacher preparation programs will be redesigned, and a new statewide Alternative Licensure Network will be created to provide quality training for those in non-teaching careers to become teachers.

The teacher recruitment grants will support partnerships between universities and school districts that aim to attract new students to the teaching profession and reduce shortages and teacher turnover in high-need areas. Grants are awarded to states or teacher recruitment partnerships that must include, at a

minimum, a college or university with a teacher training program, a school or college of arts and sciences, and a high-need school district as defined by statute. States must match 50 percent of the award with cash or in-kind support. The recruitment partnerships, which may receive up to three years of funding, must also match with either cash or in-kind support at 25 percent for the first year, 35 percent for the second, and 50 percent for the third.

Teachers who leave the profession in their first few years of teaching often cite a lack of support in helping them become successful teachers. These grants attempt to address that issue by providing a variety of support services to students who agree to teach in high-need schools, including scholarships, needed academic support during their preparation, and critical school-based support once they are in the classroom.

For example:

- The Bank Street College of Education, New York City, in partnership with the Stevens Institute of Technology and two school districts in the city -- Community Districts 3 and 5 -- will use its teacher recruitment grant to recruit, train, and place 75 new teachers who are currently uncertified, are changing careers, or who are from the Teach for America project. They will receive full scholarships to earn Master's degrees and extra training in the use of technology to enhance instruction in math, reading and science. The new teachers will have the extra support of a web-based mentoring program that connects them with veteran teachers and faculty from Bank Street.
- The Norfolk State University, Norfolk, Va., in partnership with Norfolk and Portsmouth public schools, will use the grant to recruit and train 100 teacher aides, substitute teachers, military personnel and other mid-career professionals interested in teaching as a second career. The emphasis will be on recruiting qualified minorities committed to the urban classroom. The grant will provide an array of support services for the prospective teachers, both during teacher preparation and their first three years of employment. These support services include tutoring, book stipends, evening childcare facilities, mentoring and computer laboratories.

The Teacher Quality Enhancement Program was created under Title II of the Higher Education Act of 1998.

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Note to Editors: Following are two lists of grantees, one for each program..

State Teacher Quality Enhancement Grants

ALABAMA

Montgomery	State of Alabama Giles Farley (334) 242-7116	\$360,800
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ARKANSAS

Little Rock	Arkansas Department of Higher Education Suzanne Mitchell (501) 371-2062	\$583,250
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CALIFORNIA

Sacramento	State of California Dennis Tierney (916) 327-2968	\$3,257,866
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CONNECTICUT

Hartford	Connecticut State Department of Education Theodore S. Sergi (860) 566-5061	\$595,640
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GEORGIA

Atlanta	State of Georgia Jan S. Kettlewell (404) 656-02261	\$3,889,680
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INDIANA

Indianapolis	Indiana Professional Standards Board Marilyn Scannell (317) 232-9001	\$1,331,000
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MARYLAND

Baltimore	Maryland State Department of Education Virginia Pilato (410) 767-0388	\$1,988,055
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MASSACHUSETTS

Malden	Massachusetts Department of Education Carol M. Gilbert (781) 388-3300	\$1,415,906
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NEBRASKA

Lincoln	Nebraska Department of Education Marge Harouff (402) 471-4800	\$709,128
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NEVADA

Carson City	Nevada Department of Education Holly Walton-Buchanan (775) 687-9134	\$55,890
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NEW MEXICO

Santa Fe	New Mexico Commission on Higher Education Bruce Hamlett (505) 827-7383	\$567,640
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NORTH CAROLINA

Raleigh	North Carolina Department of Public Instruction Kathryn Sullivan (919) 715-1164	\$3,058,454
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OHIO

Columbus	Ohio Department of Education Marilyn Troyer (614) 466-2761	\$1,533,141
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OREGON

Eugene	Board of Higher Education (Oregon) Holly Zanville (541) 346-5726	\$1,964,169
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RHODE ISLAND

Providence	Rhode Island Dept. of Elem. and Secondary Education Doris Anselmo (401) 222-4600	\$1,131,148
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SOUTH CAROLINA

Columbia	South Carolina Department of Education Sandra Rowe (803) 734-8466	\$584,778
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TENNESSEE

Nashville	Tennessee Department of Education Sue Goodwin (615) 532-1232	\$203,904
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TEXAS

Austin	Texas State Board of Educator Certification William Wale (512) 469-3006	\$3,959,118
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UTAH

Salt Lake City	Utah State Office of Education Rebecca Anderson (801) 538-7742	\$1,058,586
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VERMONT

Montpelier	Vermont Department of Education Lynn Murray (802) 828-3111	\$1,087,702
WASHINGTON		
Olympia	Office of Superintendent of Public Instruction Andrew Griffin (360) 664-3313	\$1,198,123
WEST VIRGINIA		
Charleston	West Virginia Department of Education Barbara Jones (304) 558-2691	\$762,310
WISCONSIN		
Madison	Wisconsin Department of Public Instruction Peter Burke (608) 266-1879	\$1,152,360
WYOMING		
Cheyenne	State of Wyoming Linda Stowers (307) 777-6261	\$951,352

TEACHER RECRUITMENT PARTNERSHIP GRANTS

ALABAMA		
Dothan	Troy State University Cynthia Lumpkin (334) 983-6556	\$213,485
Montgomery	Alabama State University Doris C. Vaughn (334) 229-4417	\$395,314
CALIFORNIA		
Los Angeles	Los Angeles Unified School District Steve Brandick (213) 625-4571	\$303,470
Los Angeles	University of California - Los Angeles Jeannie Oakes (310) 825-2494	\$375,926
Oakland	Oakland Unified School District Deanna R. Garcia (510) 879-8282	\$345,840
San Jose	National Hispanic University Monte E. Perez (408) 273-2764	\$318,849
San Diego	San Diego State University Foundation Patricia Cegelka (619) 594-1512	\$492,669
San Jose	San Jose State University Foundation Susan Meyers (408) 924-3605	\$191,782
Seaside	California State University, Monterey Bay Mark O'Shea (831) 582-3030	\$427,990
COLORADO		
Northglenn	Colorado Partnership for Educational Renewal Donna Cooner (303) 457-9164	\$465,677
CONNECTICUT		
Hartford	Connecticut State Department of Education Sheila Brown (860) 566-5061	\$301,232
DELAWARE		

Newark	University of Delaware Barbara VanDornick (302) 831-3000	\$308,174
GEORGIA		
Savannah	Armstrong Atlantic State University Evelyn B. Dandy (912) 921-2342	\$345,934
HAWAII		
Honolulu	Hawaii State Department of Education John Hawkins (808) 586-3601	\$270,620
IDAHO		
Moscow	University of Idaho Isabel E. Bond (208) 885-6205	\$315,148
INDIANA		
Gary	Indiana University Charlotte Reed (219) 980-6889	\$308,840
MISSOURI		
St. Louis	University of Missouri Ric Hovda (314) 516-7311	\$431,056
NORTH DAKOTA		
Grand Forks	University of North Dakota Mary M. Harris (701) 777-2675	\$367,371
NEW JERSEY		
Union	Kean University Ana Maria Schuhmann (908) 527-2136	\$457,431
Upper Montclair	Montclair State University Jennifer Robinson (973) 655-4226	\$287,786
NEW YORK		
Bronx	City University of New York Anne L. Rothstein (718) 960-8569	\$410,389
Dobbs Ferry	Mercy College Harvey Kaye (718) 518-7710	\$303,214
New York	Bank Street College of Education Patricia Wasley (212) 875-4466	\$320,623
TENNESSEE		
Chattanooga	University of Tennessee at Chattanooga Kathleen S. Puckett (423) 755-4431	\$456,236
TEXAS		
Edinburg	University of Texas -- Pan American Hilda Medrano (956) 381-3627	\$424,382
San Marcos	Southwest Texas State University Leslie Huling (512) 245-3158	\$244,568
VIRGINIA		
Norfolk	Norfolk State University Denise Littleton (757) 683-8701	\$255,556
WISCONSIN		
Milwaukee	Milwaukee Public Schools Cynthia Gallant (414) 475-8224	\$287,438

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO Andy BethanyPHONE _____ FAX 456-5581FROM BlendaPHONE 260-7758 FAX 401-0596PAGE (S) TO FOLLOW 25 DATE 9/1

MESSAGE: _____

CONFIDENTIALITY NOTICE

THIS TRANSMISSION IS INTENDED FOR AND RESTRICTED TO THE NAMED ADDRESSEE ONLY. IT MAY CONTAIN CONFIDENTIAL AND/OR PRIVILEGED INFORMATION. IF YOU RECEIVE THIS TRANSMISSION IN ERROR, YOU ARE NOTIFIED THAT YOU ARE PROHIBITED FROM READING, COPYING, OR DISSEMINATING THE TRANSMISSION. PLEASE CALL 202-401-3000 TO ARRANGE FOR RETURN OF ANY TRANSMISSION SENT IN ERROR. THANK YOU.

North Carolina Central University
P338B980008
Teaching Matters: Quality Counts
09/1/98 to 08/31/2004

The Teacher Quality Enhancement Partnership Grant will enable North Carolina Central University to create or explore new avenues in order to: 1) meet the state, local and national needs for increased numbers of highly qualified teachers over the next decade who are reflective of increasing student diversity; 2) ensure that all new teachers have the content knowledge and skills to enable all students in their classrooms to learn; 3) achieve systemic and lasting change in teacher preparation that will lead to improved student achievement; and 4) hold teacher educator programs accountable for the performance of their graduates.

Through the use of Title II funds, NCCU will develop a framework consisting of eight components that will achieve the goals stated above. These components consist of the following: 1) recruitment and graduation of prospective teachers; 2) expansion of clinical experiences and other school-based studies; 3) redesign of pre-service education curricula with special attention on critical thinking, work with parents and community, and culturally responsive pedagogy; 4) induction and support of beginning teachers; 5) utilization and integration of technology into the classroom curriculum; 6) establishment of a cohesive, coordinated system of ongoing professional growth for public school teachers and university faculty; 7) development of policy initiatives in support of teacher quality; and 8) collaborative research and dissemination of promising practices.

Accountability

Call me at
6-5228 and
I'll give you the
rationale.
[Signature]

Accountability
Redesign
teacher
recruitment
+ prep system
+ accountability
for the program

Western Kentucky University
Award # P336B990014
Award Dates: 10/01/99 - 09/30/04

Ten "Renaissance Group" teacher prep institutions, together with their schools of Arts and Sciences, partner K-12 schools, and business partners have joined to redesign their teacher prep programs "to shift from delivering instruction to producing student learning." Six objectives are projected: 1. Developing accountability systems that evaluate impact of teachers on student learning; 2. Adapting and using Teacher Work Sample Methodology to demonstrate that new teachers can facilitate learning for all students; 3. Implementing teacher mentoring teams of arts and sciences professors, experienced teachers, and teacher educators for expanded clinical experiences in high need schools; 4. Building meaningful business partnerships; 5. Networking partnership resources to improve teacher quality and student learning; and 6. Implementing a research and dissemination program that connects teacher performance to student learning.

—Business partnerships

* Redesigning teacher prep to focus on producing student learning + connecting teacher work to student achievement

Arizona State University
P338B980064-88
Teacher Excellence Coalition: A Statewide Partnership
08/16/99 to 08/15/2004

The Arizona Teacher Education Coalition (AZTEC) is designed to: 1) Increase the number and quality of initial recruits to teacher education programs in state institutions; 2) Increase the consistency and quality of math and science content courses and clinical experiences; 3) Increase the quality of graduates' performances as new teachers, measured in collaboration with their State-level performance examinations; 4) Increase the percentage of new math and science teachers prepared by state institutions and concomitantly reduce the shortage of qualified math and science teachers in the target Enterprise Communities; 5) Increase the rate of retention of quality new teachers hired in Enterprise Community districts; 6) Demonstrate higher math and science achievement for Arizona students directly attributable to the impact of AZTEC; and; 7) Establish sustainability of the partnership through institutional agreements, shared scope of work, and common certification programs.

To accomplish these goals, AZTEC will coordinate the recruitment, preparation, and retention of highly qualified teachers of math and science statewide, and focus on the Enterprise Communities where the need is highest.

- Recruit preparation for math/science teachers
- Focus on enterprise communities
- Focus on retaining them, not just getting them out the door

Award # : 336B990043

Applicant Name: University of Tennessee at Chattanooga

Partner(s) Names:

UT Chattanooga, UT Knoxville, Hamilton County and Knox County Department of Education, Tennessee

Department of Education, Bellsouth Telecommunications, Education Edge, Career Development Collaboration.

Project Start and End Date: 10/01/99-9/30/2004

ABSTRACT

Urban Impact aims to improve the quality of preservice and inservice teachers but also to increase the quantity of teachers through professional development activities and through a completely redesigned teacher preparation curriculum. This curriculum will include strategies for faculty to model technology proficient instruction, parental involvement training, focus on diversity issues, and clinical experiences for preservice teachers in high need urban schools.

THE
K-12
Business (tech)
Career
Dev't group

- Technology
prep
- high-need urban

Award # : P336B990072

Applicant Name: Board of Regents of the University of Wisconsin System

Partner(s) Names:

University of Wisconsin-Milwaukee, Milwaukee Public Schools, Milwaukee Teacher's Association, Milwaukee Board of School Directors, Milwaukee Area Technical College, Holmes Partnership/UNITE, Education Development center and National Institute for Community Innovations.

Project Start and End Date: 10/01/99-09/30/2004

ABSTRACT

The grant proposes to:

- Develop the Milwaukee Academy for Teacher Quality, including all the partners listed above.
- Redesign the UW-M teacher preparation program.
- Implement a program which serves paraprofessionals, traditional age students and veteran teachers.
- Integrate arts and sciences into the educational curriculum and teacher training program.
- Focus on access preparation and support for minority prospective teachers.
- Expand the role of higher education faculty in K-12 school reform initiatives to ensure alignment of school reform and teacher preparation.
- Make accountable a central feature of the teacher preparation program by making ongoing evaluation a key part of all teacher preparation and leadership development activities.

UNIVERSITY OF SOUTHER COLORADO P336B990070

The Southern Colorado Teacher Education Alliance (SCTEA) will improve student achievement through a collaborative efforts of PK-12 schools, institutions of higher education, and other stakeholders in the southern region of Colorado. USC provides programs leading to initial licensure in elementary, secondary, and K-12 education and graduates of its' program have made important contributions within the region, for example, over 60% of the teachers in Pueblo School District 60 (D60) are USC graduates. The Educational Alliance of Pueblo has linked USC and D60 at many levels. The SCTEA would build on these strong ties in developing a collaborative regional teacher preparation program that includes 23 partners, 4 IHE's, 15 K-12 school districts, and 3 community agencies. This reform effort will focus primarily on the transformation of the preparation of beginning teachers, even through current teachers' roles as mentors and master teachers will be developed and impact learning in their classrooms. The theme of this proposal will focus on developing a "community of learners". The partners propose four major activities which include recruitment of high school juniors and seniors; strategies to retain high quality candidates across the program; increase the numbers of minority students into teaching; and use telecommunication and other techniques to develop a "community" of those excited about the opportunities of a teaching career.

University of Alaska/Anchorage

Award #P336B990073

Applicant Name: University of Alaska/Anchorage

Date of Awards: 10/01/1999 to 9/30/2000

Dept. Contact Person: Kathy Price

The Alaska Partnership for Teacher Enhancement (APTE) will redesign the teacher preparation program at the University of Alaska /Anchorage, the state's primary teacher training institution. The redesign will involve a much broader range of participants in preparing teachers and intensify and expand clinical experiences for preservice teachers.

Goals of the project are:

- To produce highly qualified teachers for Alaska's neediest schools;
- Coordinate teacher development policies;
- Establish mechanisms to insure continued collaboration of arts and science faculty, teacher educators and K-12 teachers;
- Improve academic performance of students in high need LEAs.

In addition, the program will emphasize help for bilingual students, support professional development and subject-matter training for teachers in high-need LEAs, and offer rural teachers' aides (mostly Alaska Natives) opportunities to earn degrees and become teachers. Kashunamiut Schools, Anchorage School District, Yupiit School District, and Lower Kuskokwim School District will participate in the project.

Illinois State University**Award #: P336B990042-99****Applicant Name: Illinois Professional Learners Partnership (IPLP): Enhancing Teacher Education through Statewide Partnerships****Date of Awards: 10/01/1999 to 09/30/2004****Dept. Contact Person: Jane Price-Smith**

The Illinois Professional Learners Partnership (IPLP), through the use of Title II funds, will redesign and fundamentally transform the way colleges of education and arts and sciences prepare their graduates to teach in high-need Illinois K-12 schools. The effort will involve extensive collaboration among over 800 K-12 teachers from eight high-need LEAs, tenured or tenure-track education and arts and sciences faculty from five Illinois public and private universities and seven community colleges, representatives of state and local education agencies, as well as five businesses including IBM and Ameritech.

The Title II grant award will enable the partnership to focus on three major goals: 1) the collaborative reflection and planning necessary to undertake and coordinate the project's components; 2) the professional preparation that pre-service and new teachers will need to acquire to teach in high need schools; and 3) plans to manage the organizational change process in teacher education reform. The training of pre-service students and support for novice teachers will involve true collaboration from the universities' arts and sciences and college of education faculty with a focus on pedagogical skills and content knowledge. There will also be strong cultural diversity and technology components. The students will matriculate through the program in cohorts that include K-12 teachers as well as faculty from each university's arts & sciences and college of education. They will have extensive clinical experiences and be held to state and INTASC standards. Over 2000 pre-service University students and 1300 novice teachers will benefit from project reform efforts during the five-year period of the Title II grant.

Applicant Name: Kansas State University
Award #: P336B990039
Date of Awards: 10/01/99-09/30/2004
Dept. Contact Person: Michelle Guilfoil

The purpose of this project is to develop, implement, assess, revise, institutionalize, and disseminate a performance-based teacher preparation program. This program will be based on national standards and designed to meet the needs of K-12 schools by preparing quality teachers with the content knowledge, technological capabilities, and teaching skills necessary to effectively teach all K-12 students, particularly those with greatest needs. This partnership includes the Colleges of Education and Arts and Sciences at Kansas State University, three school districts with high-need students, and an extensive network of over fourteen community and business partners. Project goals include the following: expanding collaboration and coordination amongst partner organizations, reforming the Kansas State University Teacher Preparation Program, providing professional development opportunities both for novice and experienced teachers as well as KSU faculty members in order to enhance their performance and encourage teacher retention, and disseminating effective teacher education and systemic reform practices.

Washington State University**Award #: 336B990060-00****Applicant Name: Collaboration for Teacher Education Accountable to Children with High Needs (Co-Teach)****Date of Awards: 09/01/1999 to 08/31/2004****Dept. Contact Person: Jane Price-Smith**

Washington State University has proposed a project which will address the following challenges through the use of Title II funds: 1) it is located in a rural area with very small communities that cannot accommodate the kind of intensive clinical experiences needed by pre-service teachers; 2) there is little diversity in these regional schools so that pre-service teachers do not receive the exposure and training they need to teach a diverse student body; 3) there is no collaborative relationship with schools and communities; 4) there is the traditional division between Colleges of education and colleges of arts and sciences; 5) while the university has increased its outreach to the outer communities by placing students in these LEAs, there are faculty concerns about how to provide quality programs through distance education; 6) there is a need for teachers of color, especially Native American teachers. The Title II funded project will address these challenges through the following activities: 1) increasing collaboration between a broad range of constituents in order to improve the coursework, clinical experiences and induction for pre-service teachers; 2) creating 41 professional development schools; 3) using technology to collaborate with the PDS's that are at a distance from the university; and 3) developing PDS's at three community colleges that already collaborate with WSU in a 2+2 program at the community college; these include Northwest Indian College where the project will build upon a Kellogg foundation grant to establish a Native American teacher education program. The Title II project will serve approximately 2,447 teachers per year, or 85% of the total number of teachers certified in Washington State.

Saginaw Valley State University**Award #: 336B990044-89****Applicant Name: Saginaw Valley State University's Partnership Grant for Improving Teacher Quality****Date of Awards: 09/01/1999 to 08/31/2004****Dept. Contact Person: Jane Price-Smith**

Saginaw Valley State University in Partnership with the University Colleges of Education, Arts and Behavioral Sciences, as well as Science, Engineering and Technology, along with 15 regional ISDs and 12 chartered schools will work to revamp teacher preparation and to meet the vital needs of the region. Through the use of Title II funds, the partnership will develop five major innovations in addressing these needs. These innovations include: 1) 50 new university course models and 200 K-12 subject area unit models with application materials and resources in core content areas and areas of education for use within the teacher preparation program and K-12 classrooms; 2) 25 new in-service models with application materials and resources in core subject areas for K-12 schools, especially in the areas of reading/writing, mathematics and sciences; 3) 100 workshop models per year, sustained mentoring, and support resources for new teacher development; 4) 25 action-oriented leadership institute models for K-12 teacher-leaders and administrators; and 5) an alternative University process for certification. As a result of Title II funded efforts, K-16 students and pre-service teachers will demonstrate higher achievement on all national and state-mandated exams. Furthermore, over the five years of Title II funding, the partnership will directly impact 1200 university pre-service teachers, 47,000 current teachers and 366,000 students in partner high-need schools in 147 school districts.

Applicant Name: Youngstown State University
Award #: P336B990035
Date of Awards: 10/01/99-09/30/2004
Dept. Contact Person: Michelle Guilfoil

The Tri-County Partnership for Excellence in Teacher Preparation, based at Youngstown State University, will address the need for improved teacher education in science, mathematics, and language arts through the integration of content and appropriate active learning strategies at all levels of instruction. University, in-service, and pre-service teachers will teach, learn collaboratively from each other, and develop a repertoire of classroom strategies that have been tested and modeled in their PK-18 classrooms. One of the project's main activities will establish PDS (Professional Development Schools) sites to train a cadre of exemplary mentor teachers, provide exchange between university faculty and teachers in the schools, and enrich the field experiences of pre-service teachers. Another key component of the partnership will establish a Summer Camp program to provide intervention for high-need students, and at which both mentor and future teachers will test new ideas and activities to determine their effectiveness in the classroom, while at the same time improving the performance of at-risk students.

NEW JERSEY

Award #: P336B 99003

Applicant Name: Kean University

Date of Award: 10/01/99-09/30/00

Dept. Contact Person: Jenny Price-Smith

The project links three public universities, ten high need LEAs, corporate and parent partners to improve fundamentally teacher preparation in New Jersey. This partnership, which is designed to meet the state's Core Curricular Content Standards, will require 12 credits of math and science for all pre-service teachers; change the length and intensity of the clinical experience by 25 percent; increase arts and science participation in teacher preparation; align pre-service curriculum, especially in technology, and other needed content areas with actual classroom experience in high need schools. Other activities will focus on recruiting pre-service students, reducing attrition among new teachers, working with parents, and expanding Professional Development Schools in high need areas.

GRACELAND COLLEGE P336B990053

Graceland College has crafted a well-designed program (Project CLIMBS) which will respon to critical shortage, retention, and substitute teaching needs of on k-12 school district. CLIMBS will identify prospective teachers at both the high school and community college levels into pools of future teachers. The program will assit the recruitment of new teachers for the school district which anticipates the need to hire at least 400 new teachers in the next five years. The second initiation will be the Graceland College Master of Education Degree program at the Independence Campus. Students enrolled in project CLIMBS will be able to participate in the A+ Program, and the 2+2+2. Overall, project CLIMBS will result in redesigned preservice and graduate teacher preparation programs that will produce talented, dedicated teachers for Independence School District.

Award # : P336B990061

Applicant Name: University of South Carolina

Partner(s) Names:

University of South Carolina, Benedict College, Winthrop University, Furman University, and Greenville, Anderson, York, Lancaster, Richland, Chester School Districts.

Project Start and End Date: 10/01/99-09/30/2004

ABSTRACT

The grant proposes to:

- Revise current teacher preparation program at the four IHEs to an accountable standard based model.
- Develop model clinical sites and field requirements, to prepare teachers competent to help all students.
- Involve IHE faculty and pre K-12 teachers, administration and the communities they serve in the simultaneous renewal of schools and teacher preparation.

Award # :

Applicant Name: Texas A&M University's Partnership for Texas Public Schools

Partner(s) Names: 47 LEA and...

Texas Assoc. Of Secondary School Principals Texas Assoc. Of Future Educators

Bank of America Corp.

Texas Business of Education Coalition

Project Start and End Date: 10/01/1999-09/30/2004

ABSTRACT

Texas A&M universities are involved in a wide range of collaborative activities with school districts of the state through their "Partnership for Texas Public Schools". This project expands on this established partnership. Twenty-five colleges within TAMU nine universities will work in partnership with 47 school districts, 2 professional association and 2 business partners. Together this board based collaborative will advance seven key strategies designed to train more teachers, reach more high need school districts, and provide leadership for innovation in Texas education.

University of Miami**P336B990062-89****Project Succeed: School University Community Coalition for Excellence in Education
10/01/99 to 09/30/04**

The Project Succeed coalition will consist of the University of Miami School of Education, the University of Miami College of Arts and Sciences, and the Miami-Dade County Public School. With Title II funding, the coalition will build upon many on-going successful endeavors, adding new components to the partnership. These additions will include: Professional Development Centers, new Professional Development Schools, a SUPPORT Network for mentoring new teachers, new summer institutes that improve pedagogical and subject area knowledge of pre-service and in-service teachers, special professor-directed and school-directed projects, new interdepartmental Learning Communities, and STAR scholarships to aid with recruitment.

The project is built around collaboration between the School of Education and the College of Arts and Sciences. It will require all elementary education students to have a dual major in both areas with an emphasis on the integration of knowledge across the disciplines that will include three integral themes: liberal arts, diversity and technological applications. Additionally, the connections between the University of Miami and the Dade Public Schools will be exemplified by an Advisory Board, three on-going professional development schools, co-membership in the Holmes Partnership and the urban Network to Improve Teacher Education, jointly sponsored graduate programs and summer institutes, professional development training, and school based research. There will be 600 pre-service students, 120 new graduates, 789 current teachers directly served and 20,000 M-DCPS indirectly served each year of the Title II funded project.

Award # : 336B990032

Applicant Name: South Carolina State University

Partner(s) Names:

Calhoun, Marion #3, Orangeburg #3, #4 #5 and Sumter #17

Orangeburg Calhoun Technical College

Westinghouse, SCANA, DANA, WOLSET, SANTEE, COOPER, CATEPILLAR

Project Start and End Date: 10/01/99-9/30/2004

ABSTRACT

The grant proposes to develop a model for reforming teacher education by:

- Developing 12 professional development schools.
- Extending pre-clinical experiences for pre service teachers.
- Establish a center for effective parenting in each of the 6 LEAs.
- Restructure a field based MAT degree program.
- Restructure the M.Ed degree program.
- Train all pre-service and in service teachers.
- Improve academic achievement of all LEA students.
- Prepare and graduate at least 100 pre service teachers annually.
- Expand the assistance to beginning teachers to three years.
- Enhance leadership skills of all LEA principals.

MISSISSIPPI STATE UNIVERSITY P336B990049

Project ACHIEVE is an innovative project that will reform teacher education and schooling in Mississippi by changing the way teacher candidates are taught and the way these future teachers teach students in high-need LEAs. Through Project ACHIEVE MSU and ASU intend to create a new and dynamic partnership with each other and then to expand that collaborative partnership to include the community colleges, high-need LEAs and business surrounding the two universities. The four major goals will include initiation of a partnership that invites active participation by all participants. It will revitalize teacher preparation programs based upon direct partner input as well as contemporary research best practices. It will evaluate implementation of the model teacher preparation program and make periodic adjustments suggested by the associated results. Lastly, ACHIEVE will disseminate information, products and provide technical assistance to other institutions.

Award # : P336B990038

Applicant Name: Our Lady of the Lake University

Partner(s) Names:

Edge Wood ISD, Southwest ISD, Floresville ISD, Marion ISD

Kelly Air Force Base, San Antonio Education Partnership, San Antonio Chamber of Commerce.

Project Start and End Date: 10/01/99-09/30/2004

ABSTRACT

The grant proposes to form a program called Collaboration, Mentoring and Technology Program (CoMeT) which aims to:

- Increase instruction effectiveness of teachers
- Improve the quality of instruction in the classroom
- Align content and course to match that of the ExCET.
- Address certified teacher shortages through the MENTC program
- Support teachers through induction
- Provide teachers with support to use technology.

Ball State University

Award # P336B990054

Applicant Name: Ball State University

Date of Awards: 10/01/1999 to 9/30/2000

Dept. Contact Person: Kathy Price

The project is a partnership between the Ball State Teachers College, the College of Sciences and Humanities, and high-need districts of Anderson, Indianapolis, and Muncie. The partnership's vision is to create, implement, evaluate, replicate, and disseminate a model for teacher preparation that will be demonstrably powerful in improving the quality of teachers. This vision is grounded in two major initiatives to which Ball State is already committed. The first is the development of a standards-driven reform of teacher education programs based on the content and developmental standards approved by the Indiana Professional Standards Board. The second is the continued growth and maturation of a network of professional development schools (PDS) and other partnering schools that will serve as a critical program component. These PDS provide sites for enhanced field experiences and initial professional induction for teacher candidates, along with opportunities for professional development and renewal for BSU faculty and for P-12 teachers.

Applicant Name: Jackson State University
Award #: P336B990079
Date of Awards: 10/01/99-09/30/2004
Dept. Contact Person: Michelle Gullfoll

Jackson State University's College of Education has formed a partnership with its College of Arts and Sciences, the Jackson Public School system, Hinds Community College, the Mississippi Association of Educators, and the Mississippi Teacher Center. This partnership will demonstrate and institutionalize a comprehensive intervention model designed for quality teacher enhancement throughout the state of Mississippi. The program's five component change process will include: teacher preparation curricula revision; research-based staff development; teacher recruitment; technology enhancement; and school administration leadership training.



Bethany Little
08/25/99 05:03:40 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP.

cc:

Subject: partnership grants.

I think you asked me for info on the partnership grants. I hope this is helpful.

On October 7, 1998, President Clinton signed into law the Higher Education Amendments of 1998. Title II of the new law creates three Teacher Quality Enhancement Grant programs designed to increase student achievement through comprehensive approaches to improving teacher quality. The programs provide three types of competitive grants:

- * State Grants to support comprehensive statewide reforms to improve teacher quality;
- * Partnership Grants to bring about fundamental change and improvement in traditional teacher education programs; and
- * Teacher Recruitment Grants to reduce shortages of qualified teachers in high-need school districts.

The three programs authorized by Title II--State Grants, Partnership Grants and Teacher Recruitment Grants--are intended to make lasting changes in the ways teachers are recruited, prepared, licensed and supported. A clear focus of these grants is support efforts to reduce shortages of qualified teachers in high-need school districts.

Types of Projects: Funds may be used to carry out reforms in the way teachers are recruited and prepared with a view toward developing improved clinical experiences; adopting reforms in licensing and certification requirements; developing improved induction procedures for new teachers; and preparation in the use of technology to improve education.

\$33.8 million was appropriated for the Partnership Grants, but we are still trying to verify exactly how much will be awarded on September 7 and to how many partnerships. Unfortunately, until the slate is final we won't know. I'll keep you posted.

PROGRAM DESCRIPTION

The Teacher Quality Enhancement Grants Program is authorized under Title II of the Higher Education Amendments of 1998. The purpose of the program is to increase student achievement by implementing comprehensive approaches to improving teacher quality through positive change in the recruitment, preparation, licensing, certification, and on-going support of teachers in America. The Partnership Grants for Improving Teacher Quality Program is designed to provide comprehensive and lasting changes in teacher preparation programs through competitive grants to partnerships that include a school of arts and science and teacher preparation program from the same institution of higher education and a high need local educational agency (LEA) served by the institution. This basic partnership can be expanded to include additional higher education institutions and LEA in order to maximize the impact of Title II on the number of high quality teachers prepared for American schools.

State	Applicant Name	Awarded Amount FY 1999
WI	UNIVERSITY OF WISCONSIN / MILWAUKEE	\$ 1,445,018
TN	UNIVERSITY OF TENNESSEE / CHATTANOOGA	\$ 648,759
CO	UNIVERSITY OF SOUTHERN COLORADO	\$ 749,159
AK	UNIVERSITY OF ALASKA ANCHORAGE	\$ 1,084,457
IL	ILLINOIS STATE UNIVERSITY	\$ 2,413,734
NC	NORTH CAROLINA CENTRAL UNIVERSITY	\$ 705,419
KS	KANSAS STATE UNIVERSITY	\$ 1,114,008
FL	JACKSON STATE UNIVERSITY	\$ 582,678
WA	WASHINGTON STATE UNIVERSITY	\$ 1,969,070
AZ	ARIZONA STATE UNIVERSITY	\$ 2,557,786
KY	WESTERN KENTUCKY UNIVERSITY	\$ 1,146,097
OH	YOUNGSTOWN STATE UNIVERSITY	\$ 262,249
MI	SAGINAW VALLEY STATE UNIVERSITY	\$ 1,796,881
NJ	KEAN UNIVERSITY	\$ 1,574,713
IA	GRACELAND COLLEGE	\$ 177,124
SC	UNIVERSITY OF SOUTH CAROLINA	\$ 967,994
TX	TEXAS A&M UNIVERSITY SYSTEM	\$ 2,550,605
FL	UNIVERSITY OF MIAMI	\$ 1,976,707
SC	SOUTH CAROLINA STATE UNIVERSITY	\$ 1,745,658
MS	MISSISSIPPI STATE UNIVERSITY	\$ 1,736,695
TX	OUR LADY OF THE LAKE UNIVERSITY	\$ 1,335,632
IN	BALL STATE UNIVERSITY	\$ 509,936
MD	JOHNS HOPKINS UNIVERSITY	\$ 2,357,370
MA	BOSTON COLLEGE	\$ 1,404,153
MO	SOUTHWEST MISSOURI STATE UNIVERSITY	\$ 600,598
		\$ 33,412,500

23

25

Applicant Name: Johns Hopkins University
Award #: P336B990046
Date of Awards: 10/01/99-09/30/2004
Dept. Contact Person: Michelle Guilfoil

Project SITE SUPPORT (PSS) is a partnership of Johns Hopkins University, the University of Maryland, Morgan State University, the Baltimore City Public School System and four urban Maryland LEAs. The project will recruit, prepare, mentor, and retain 1390 teachers for high-need schools, 75% of which are in Baltimore City's highest-need schools. Some of the project's features include: providing tuition for teacher candidates; establishing a state-of-the-art electronic learning community, which will help enhance teacher candidates' technology competencies; developing Excellence in Teaching Education Institutes, which will use Arts and Sciences faculty to develop curricula, and evaluate teacher candidate portfolios and competencies; and working to retain teacher candidates for at least five years in high-need schools through a tuition loan forgiveness program, and in some cases, providing stipends.

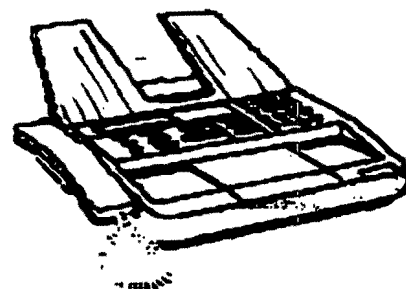
- Recruiting, preparing, mentoring + retaining teachers for
high need schools

- Models partnership b/w HEC + K-12: not a
batter pass, but a relationship

- Tuition-forgiveness program to commit teachers
to high-need areas



Brooke Grove Elementary School
2700 Spartan Road
Olney, Maryland 20832
301-924-3161



Fax Transmittal Memo

Date: 8/3/99To: AndrewFrom: Eolmi CargPages including cover page: 3

Comments/Notes:

Andrew - Jessica is in Boston at
a family wedding & we have not been
able to reach her. I have enclosed
an old resume - hope it's OK -

Eolmi

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To: Bruce Reed
Eric Liu

From: Andrew Rotherham

Re: Teacher quality-class size event, September 7th.

Date: August 30, 1999

We are planning to do an event focusing on teacher quality and class size on Tuesday, the 7th of September as part of our "back to school, back to work" message. This event will allow us to highlight both the President's commitment to ensuring that every student has a highly qualified teacher and to reducing class sizes in the early grades. In addition, we will be able to focus attention on the downsides of Republican tax and appropriations proposals. These messages are important and should be highlighted as much as possible during the next few weeks. I've worked closely with Mike Cohen to identify potential sites for this event. We are both convinced, and Secretary Riley concurs, that this event will be substantially more effective if we do it in Columbus, Ohio rather than Montgomery County, Maryland or another suburban D.C. location for the following reasons:

- **A Columbus event will garner much better press attention and show that we are invested in these proposals.** One day after we visit a school district in Virginia as part of our back to school events, visiting a second school in a neighboring state—especially in a suburb of Washington—minimizes rather than maximizes our exposure on this issue. On the heels of an event with union leaders and national elected officials on a slow news day, a smaller-scale event the following day will not get significant press.

By contrast, a trip to Columbus shows that we are serious about these issues and devoting considerable time and effort to them. It sends a signal to the press that these are high priorities for the President. Likewise, high-profile presidential leadership also helps foster Democratic unity on the Hill around this issue. Because the President will release grants to improve teacher quality at this event, a higher-profile event will allow us a better opportunity to showcase this portion of our agenda and make the critical link between investment and accountability.

- **Columbus provides a compelling example of the promise of the President's proposals to reduce class size in the early grades with high-quality teachers.** The Columbus City School District, commonly known as the Columbus Public Schools or CPS, is an excellent place to underscore a number of the President's top education priorities—such as teaching all children to read independently by the end of third-grade, ending social promotion, turning around failing schools, and raising teacher quality—and to demonstrate the critical role that reducing class-size in the early grades can play in helping to achieve these goals. CPS is targeting the class size funds to their lowest performing schools as part of an overall effort to turn them around. CPS used their grant from the President's class size reduction initiative to add 58 teachers in 13 elementary schools. These additional teachers allowed them to reduce class sizes in grades 1-3 by about 10 students per-class to an average of one teacher for 15 students. Most importantly, all of the new teachers are certified. In a recent *Washington Post* editorial "Not Just More Teachers-Better Ones, Too," Rep. George Miller highlighted

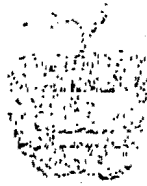
his concern about the teacher certification issue. An event in Columbus would be an excellent opportunity to highlight the President's commitment to smaller classes and high quality certified teachers and refute the argument that these are either/or proposals and we should not focus on class size until we have addressed the issue of teacher quality.

CPS also implemented an early reading initiative that incorporates tutors from America Reads, requires schools to adopt one of two proven reading programs—Success for All or Direct Instruction—and ceases to spend resources on failed programs. CPS is also implementing the President's call to end social promotion and views smaller classes as a key component of its efforts to help students meet the third-grade reading standards when they are fully implemented in two years.

The CPS leadership and teachers are enthusiastic about the President's initiatives and supportive of his agenda. This enthusiasm coupled with the results already in place provide an excellent platform for an important "back to school" event.

- **Suburban Washington D.C. districts have had trouble finding qualified teachers.** In the past 2 weeks there have been at least 9 stories in the *Washington Post* either highlighting or mentioning the problems that local school systems are having finding qualified teachers. In Prince George's County the problem has been particularly acute. As a result of aggressive recruiting, the CPS demonstrated that the President's class-size reduction initiative does not exacerbate the shortage of qualified teachers and refutes critics on this point. Conversely, an event in a local school while the press is focused on the teacher shortage here carries with it the risk of calling further attention to this criticism.
- **At least one suburban D.C. education event is almost a certainty during the next 8 to 10 weeks.** Considering the nature of the appropriations and tax issues we will be dealing with over the next few months, it is very likely that we will have to put together events to highlight our education message on short notice in the D.C. area. Rather than use these opportunities now, it makes sense to save them for when there is less time for planning, travel, and development. In addition, the press will be more likely to thoroughly cover local events when the time comes if they are not closely following other events at area schools.
- **The President has done at least 6 education events in Montgomery County during the past few years as well as others in suburban D.C. schools.** The Montgomery County school system is an excellent system with a good story to tell. However, as a result of repeated Presidential visits, both the press and school system officials seem to view Presidential visits as more of a regular occurrence than a truly special and historic opportunity. Visiting new school districts generates excitement among educators and the general public as well as additional press activity, leading to better events.

The importance of these issues both politically and to our education agenda coupled with the noteworthy accomplishments the CPS has made as a result of the President's initiatives and proposals makes CPS a substantially more favorable location for this event, even in light of the additional logistical considerations involved. I believe the circumstances warrant the additional effort.



COLUMBUS PUBLIC SCHOOLS

270 East State Street • Columbus, Ohio 43215

Columbus Public Schools Class-Size Reduction: The Basis of Student Success

Introduction

The number one goal of the Columbus Public Schools is to insure all students can read at or above grade level by third grade.

The \$3.0 million Federal Class-Size Reduction grant allocated to the Columbus Public Schools ("CPS") perfectly complements our district's reform efforts to achieve this goal.

The grant was used to add 58 teachers in 13 Title I elementary schools, extending the smaller learning community philosophy already in place as a result of state support for class size reduction in all of the district's full-day kindergartens.

The additional teachers provide a ratio of one teacher to 15 students in grades one through three, reducing the number of students per teacher by an average of 10.

Different Needs, Different Support

Research supports the need for one-to-one connections with adults and customized learning plans for all young children, particularly those from low socio-economic families. In short, children from poverty need more and different support than children who are not, and who come to school better prepared to learn.

A Focus on Smallness

The National Institute on Education of At-Risk Students outlined six components essential to a successful school reform model. One of the critical components is a focus on smallness. Small class sizes serve to facilitate language and communication skill development -- the basis of all learning. Students can engage in frequent and ongoing dialogue in small groups, and receive constant feedback.

Small Group Strategies

Small class sizes allow for the implementation of instructional strategies that are impractical to implement with large numbers of students. Several successful research-based reading models, three of which are being implemented this fall by CPS, are constructed around small group strategies. *Success for All*, for example, uses a cooperative group structure requiring frequent and ongoing dialogue, and constant feedback.

Columbus Public Schools
Page Two

A focus on social skills development is essential to school effectiveness and to turning around a low-performing school. Small class sizes facilitate much-needed guided interaction between students, and between students and adults.

The CPS Reading Initiative

A strong literacy program is another component of a successful school reform model. CPS is implementing a reading initiative that consists of three research-based reading instructional programs: *Success for All*, *Comprehensive Literacy*, and *Direct Instruction*. Each building chose one program from this menu, and also chose from a menu of research-based programs for their reading and math safety net programs.

Sustained Staff Development

The National Institute of Education also cites sustained staff development as a critical component of successful school reform.

Over the summer, more than 90% of our teachers voluntarily participated in staff development to learn how to implement the district's new reading programs, demonstrating a solid commitment to a successful implementation.

Teachers will receive additional support throughout the school year from a Literacy Facilitator assigned to each building. These facilitators work to make every teacher a successful teacher of reading.

All Teachers Are Reading Teachers

Every building has a 90-minute block each day during which every teacher and instructional aide is responsible for teaching some aspect of the reading program. In the past, a limited number of students received additional support in a targeted assist format. In the new program, all children will receive strong core instruction, and have access to additional support through safety nets in a timely manner.

Clear Standards and Frequent Assessments

Last year, the district's curriculum instruction team developed benchmarks which clearly define what students need to know at every grade level. These benchmarks give everyone involved in a child's education clear indicators of what the child should learn.

Every nine weeks, students are assessed to determine what they learned and whether they are on target in meeting the benchmarks. This data drives instruction and clearly defines what children have learned, and focuses the teaching for the next nine weeks. Additionally, these ongoing assessments match the format of the high-stake proficiency tests, allowing them to become familiar with the test formats identical to the state proficiencies.

LINDEN ELEMENTARY SCHOOL

We believe "ALL CHILDREN CAN LEARN"



Linden Elementary School is a *true* community school where 90% of our students are within walking distance, and many of our parents were students. Recognized by Columbus Public Schools as an "Exemplary Improvement" school, Linden emerges as a public school in an economically and socially deprived area filled with the commitment to increase academic achievement and the quality of education for our students of many cultures. Our staff has received extensive professional development to present education in a way that will meet the needs of our student population. We are implementing the reading program *Success for All* which places students at their appropriate reading level regardless of age and grade and utilizes frequent assessments and a built-in safety net program of one-to-one tutoring for students experiencing difficulty. Through our partnership with The Columbus Initiative program through Ohio Wesleyan University, we were able to pair every fourth grade student with a mentor/tutor as they prepared for the Ohio Fourth Grade Proficiency Test. This invaluable experience gave our students additional test preparation and also sparked their interest in going to college. The introduction of both HOSTS (Helping One Student To Succeed) and Project GRAD (Graduation Really Achieves Dreams) nicely compliment our current programs. The HOSTS program will pair each kindergarten student with a tutor from the Limited, Inc., and the major components of the Project GRAD feeder system program at the elementary level is *Success for All* and introductory dialogue about attending college. Finally, our school district will continue to provide curriculum support through the Target Teach alignment program. Linden Elementary School has all of the components for success - students, parents, school, and community working together to improve education.

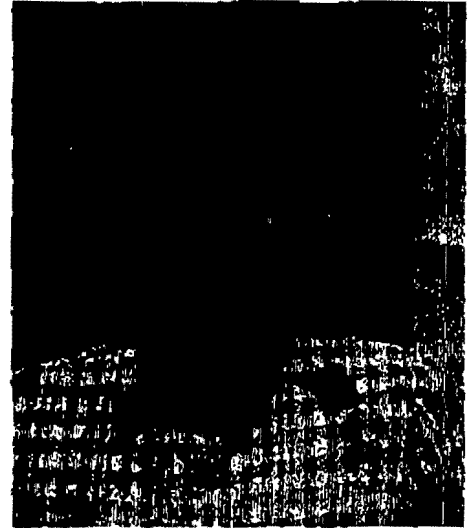
MOLER ELEMENTARY SCHOOL



Moler Elementary School is positioned for success with programs and methods in place to improve academic achievement for its students. Serving a population of high risk children with multi-dimensional needs has been the focus of staff planning; those plans which will be completely implemented this fall, include the following:

- Direct Instruction for Reading at grades K-2 (Direct Instruction has 20 years of research demonstrating positive outcomes.)
- Self-Discipline Model for teaching appropriate social skills in the school.
- The addition of Sylvan, a safety net program for grades 3 and 4 to teach reading in the same prescriptive format as the Self Discipline Model.
- The addition of teachers to lower the student/teacher ratio in the school.
- Through grant monies, the addition of a social skills facilitator; this person will teach and reteach appropriate social skills as well as implementing positive school plans to emphasize achievement and good peer interactions.
- Collaboration with the community and parents in the development and implementation of the school wide continuous improvement plan.
- Teachers continue to receive professional support and development in science, math and reading initiatives.

HUBBARD ELEMENTARY SCHOOL



Hubbard Elementary School is a beautifully restored building located in the heart of Victorian Village. Its wide hallways, spacious classrooms and many windows help to contribute to its welcoming atmosphere. However charming the setting, the people and their activities make Hubbard School a warm and nurturing place. Because of its proximity to the Ohio State University, Hubbard students are given access to a wealth of resources. OSU students from many areas serve as tutors and volunteers through programs such as America Reads, Buckeye Literacy as well as workstudy students from Fees and Deposits. Because of this strong relationship, Hubbard teachers are afforded the opportunities to participate in extra professional development and growth. Also, the students go on many field trips to University sites, such as: Wexner Center, OSU Medical Centers, The Lantern and the Campus Police Department. Hubbard and its Adopt-a-School partner, the OSU Medical Centers have been working on a project to help students who have violence in their lives. This project **SAFE** (Secure And Friendly Environment), combines the resources of the university, the community and school to help provide these students with an optimum learning environment. Also, Hubbard School has a very strong relationship with the Godman Guild. The Guild provides Hubbard students with classroom tutors, counseling groups for students and families and confidence building at Camp Mary Orton. There is also an **After School Program** sponsored by the YWCA and Columbus Public Schools. In this program students are given additional help with academics and social development. The Hubbard staff is dedicated and caring and provides their students with many opportunities to achieve.

Columbus Public Schools Profile

Columbus' schools are among the most innovative in American urban education. The 1998 Disney Early Childhood Educator of the year was a CPS teacher. Three Columbus teachers have been Disney finalists. The 1998 Ohio School Nurse of the Year, the 1998 Ohio Ashland Teacher Achievement Award winner (our third), and the 1998 Distinguished Teaching Achievement Award winner from the National Council for Geographic Education, are also Columbus teachers. Business Week gave one of only two awards for educational innovation to a Columbus high school in 1998. The district has "sister school" relationships with Denmark, Kenya and Japan.

Enrollment : 65,054

Pupil Composition:

42.77 % white or other

57.23 % black

51.20 % male

48.80% female

CPS will operate 144 schools in the
1998-99 school year:

92 elementaries

26 middle schools

18 high schools

4 career centers

4 special schools

Fiscal Year 1998 Budget \$402.1 Million

69 % instruction

14 % business and operations

8 % transportation

7 % school administration

2 % central office administration

Second largest school system in Ohio

CPS Employees:

Teachers 4,838

Support Staff 2,630

Administrators 307

Total (FTE) 7,795

Average teacher salary \$43,577

Average teacher experience 14.7 years

Teacher training levels:

43 % have master's degree

57 % have bachelor's degree

plus 30 hrs. graduate study

'97 Operating costs per pupil: \$6,698

Millage assessment: 58.5 voted mills

Homeowner pays: 38.6 mills

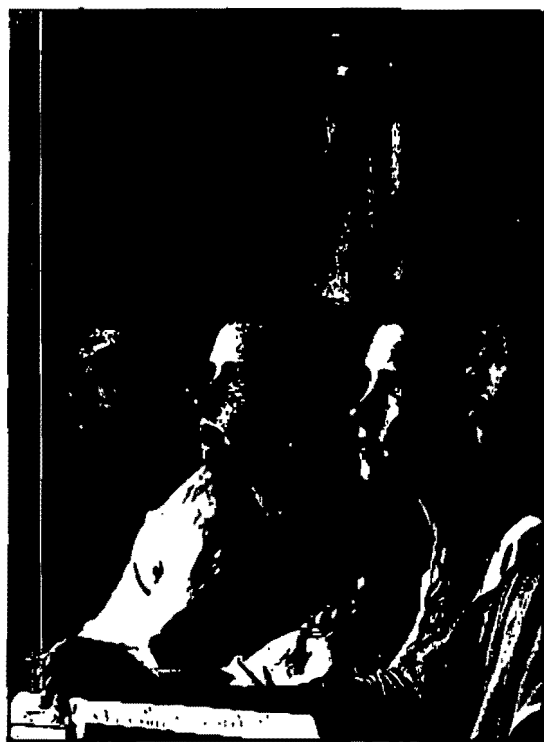
Special Education

Students ages three through 22 with orthopedic, developmental, emotional, visual, hearing and learning disabilities receive special education services from the district in a variety of settings, ranging from the general education classroom to tutoring to resource rooms to self-contained special education classes. Special education classes are located in most schools in the district. In addition, five schools provide specialized services. The Alexander Graham Bell School serves students with hearing impairments or who are deaf, and provides preschool and school-age services both at the school and at schools throughout the district. Colerain School is equipped with specially-designed facilities for children with orthopedic handicaps who attend school with others who live in the school's neighborhood. Three of these schools — Beatty Park Elementary School, Clearbrook Middle School, and Alum Crest High School — provide behavior and academic support and services for students with emotional disturbance in grades K-12.

Additional services include speech and language therapy, psychological services, occupational therapy, physical therapy, adapted physical education, and interpreting and work-study services.

Alternative Schools

Recognizing that children learn in many different ways, Columbus offers elementary, middle and high school alternative programs that differ from the district's conventional schools in either how subjects are taught (methods, classroom design, etc.) or in the focus of the instruction. Alternative schools range from Montessori and French and Spanish immersion to Africentric and Arts Impact. During the 1997-98 school year, Fort Hayes Arts and Academic High School was one of only four high schools in the nation to be honored by *Business Week* magazine for its use of the arts to teach all subject areas.



Staff Development Opportunities

Staff members are regularly involved in professional development programs coordinated by the district's Staff Training and Development and Multicultural Education. Nationally known speakers also present a wide variety of perspectives at convenient times, and students are dismissed early once a month for school-based staff development. Teachers may also be released from classroom assignments to attend especially relevant training sessions during the school day. These training opportunities are in addition to the professional meeting days in the regular school calendar.

Columbus teachers may continue their graduate studies at one of several nearby colleges and universities. The Ohio State University, Capital University, Otterbein College and Ohio Dominican College are very popular accredited schools attended by district staff. These institutions offer a limited number of fee waivers to Columbus teachers.

Columbus Public Schools: Diversity in an Urban Setting Focusing on Excellence and Continuous Improvement

You will find a commitment to excellence in all the educational programs offered by the Columbus Public Schools to the Central Ohio community. Students, ranging in age from five to 85, learn skills that prepare them for the 21st century while improving their lives today. Since its founding in 1845, the district has earned a national reputation for its many innovative educational programs.

Raising the academic achievement levels of all Columbus school children is the district's top goal. By third grade, all children should be reading at or above grade level. By ninth grade, all students should be appropriately prepared for algebra. By graduation, students should have completed a significant internship and be able to apply technology as a resource for continuous learning.

Operating the district efficiently and effectively is essential to carrying out the district's primary mission of teaching and learning. The Columbus Public Schools is in the process of implementing a strategic plan that has resulted in increased choices for parents and students in school assignment, community-based recommendations for revitalizing district facilities, and a strong foundation of collaborative partnerships with local businesses and agencies, as well as increased parental involvement.

Numerous educational offerings include programs for gifted and talented students as well as for children with various disabilities. The district's career centers provide job training and links to higher education in areas as diverse as health occupations and the performing arts. Each of the district's high schools is accredited by the North Central Association of Colleges and Universities. Columbus Alternative High School was recently selected as the outstanding high school in Ohio by *Redbook* magazine.



Curriculum & Instruction

Reflecting diversity in its school population and programs, the district offers a wide variety of courses. All course work follows a Columbus Board of Education guide, the Graded Course of Study, which outlines what students are taught in each subject and at each grade level. Students in Ohio also take proficiency tests at various grade levels. High schools, alternative schools, and career centers offer a range of specialized courses.

Columbus graduates regularly earn more than \$13 million in scholarships and grants each year, helped in part by the district's nationally honored I KNOW I CAN program that provides students and parents with personal financial aid counseling and last-dollar grants.

Quick Facts about Columbus Public Schools

The Columbus City School District, known informally as the Columbus Public Schools,

- is the second largest school system in Ohio with 64,248 students (and increasing in census).
- has a racially and culturally diverse student body with 56% African American and 44% white/other 4,500+ teachers and 7,000+ employees.
- is organized into elementary (grades K-5), middle (6-8) and high school (9-12) levels.

Superintendent's Message-Goals & Priorities

Raising Hope, Trust & Confidence

Presenting parents and the public with a credible school improvement plan for increasing academic achievement (Goal 1) and continuing our record of good financial stewardship (Goal 2), will go a long way in laying the groundwork for our third goal: raising hope, trust, and confidence in the Columbus Public Schools. Additionally, our investment in a Development Office, a community newsletter, and other outreach activities should pay big dividends in terms of helping us explain our work and our challenges, and in establishing a climate that invites both parents and community leaders back into our schools. Without them we just cannot get the job of educating our children done.

But ultimately, our ability to raise hope, trust and confidence in the District comes down to achieving results. And we all – educators, parents, board members, business and community leaders, clergy, social service providers, and students have a stake in and share responsibility for securing those results.

"Resourcing for Results" is about renewing our schools, retooling our staff, re-engaging our community, and realigning our resources to get the very best learning results for every child in the Columbus Public Schools.

The challenge is huge, but so are the possibilities and the consequences. Together, we can secure our children's future and that of our community. We look forward to discussing these budget recommendations with you.

Superintendent's Message-Goals & Priorities

Funded Legal Mandates

The law requires that we set aside funds to meet certain thresholds for textbooks and other instructional materials, capital improvements, and a budget reserve. Our FY 2000 budget meets those statutory mandates.

In addition, the FY 2000 budget allocates funds that will allow us to exceed the new statutorily-mandated testing requirements. The law requires us to test students once each year — at the end of grades 1, 2 and 3. Our FY 2000 budget includes a \$1.7 million allocation for *Target Teach*, a program that not only aligns our reading curriculum with the state proficiency exams, but also provides for frequent testing of students throughout the school year.

Operating More Efficiently & Effectively

In addition to quality instructional technology, we need to ensure the District has state-of-the-art management information systems if we are to operate the school system both efficiently and effectively. The FY 2000 budget includes \$2.7 million to complete selective investments in technology enhancements for our student information, human resource, and payroll systems. In addition to being Y2K compliant, all of these systems will now be integrated, which will reduce errors, save time and lower costs associated with duplication in data entry and verification.

The new student information system requires accessing just a single data base, which will allow us to provide faster and more accurate information to students and parents when they have questions about student assignments, attendance, grades, immunizations, etc. Clearly, our investments in technology not only support our goal of increased academic achievement, but also a more efficient and effective system of schools.

Smart and necessary investments in technology are not the only way we have tried to economize and maximize our resources. We have avoided deficit spending. We have redirected resources to higher priorities. We have eliminated many unnecessary expenditures. Collectively, these things add up to good financial stewardship, and have contributed to extending the life of our current operating levy by at least three years.

Superintendent's Message-Goals & Priorities

Clearly, this budget takes a "keeping the main thing ... the main thing" approach to increasing academic achievement through a strategic emphasis on reading instruction. We will focus on the main thing – reading – because it's the main thing. At the same time, it should be noted that the District will continue to offer rigorous and challenging instruction in *all* subject areas, including building on our previous National Science Foundation work in math, science and technology, and enrichment programs for our gifted students. Our base investment in other academic areas is not only maintained but expanded in the FY 2000 budget by 6%. This will better ensure that the academic needs of each student are met, and ultimately that all graduates of Columbus Public Schools are fully prepared for the demands of work or higher education.

Increased Investments in Staff Training

Investing in quality teaching is also a core priority in the FY 2000 budget. Research plainly supports the idea that what teachers know about their subject matter and do in the classroom with respect to teaching methods is crucial to student learning. A recent Harvard study shows that teacher expertise accounted for more variation in student achievement than any other factor, and that every additional dollar spent on highly qualified teachers netted greater increases in student achievement than any other use of school resources.

Building on this research, our FY 2000 budget will invest \$600,000, an increase of 43%, in training and retooling our school staff. Of this total allocation for professional development, \$400,000 or 67 % is targeted at increasing the capacity of teachers and other staff.

Targeted Technology

Increasing the academic achievement of our students will also require that we have the school infrastructure, especially classroom technology, generally recommended today, but absolutely required in the new century. Technology is pervasive in our society, and in order for the students, teachers, and administrators to achieve professional and academic success, we must increase our technological know-how and invest in the tools and training necessary to support the same.

"Resourcing for Results" invests \$12 million in classroom technology, including computer workstations, instructional software, and staff training. Our goal of having one computer for every five students will require the installation of additional 13,400 workstations. We anticipate meeting this goal within the next 15 months.

Superintendent's Message-Goals & Priorities

- Meet our financial obligations under HB 412, the state's new fiscal accountability legislation, by earmarking funds required for textbooks and instructional materials, facility repair and maintenance, and our budget reserve.
- Enhance technology systems and infrastructure so our students and staff have the tools they need for teaching, learning, and managing in the 21st century.

Finally, the FY 2000 budget has arrived on schedule to allow our board time to thoroughly review and discuss our recommendations before a final appropriation package is adopted on June 15th.

I am pleased to share my budget recommendations for Fiscal Year 2000 with the Board. "*Resourcing for Results*" is designed specifically to meet the ambitious education goals we have established together:

- Goal 1 - Increasing academic achievement,
- Goal 2 - Operating the District more efficiently and effectively, and
- Goal 3 - Raising hope, trust and confidence in the Columbus Public Schools.

In order to accelerate our progress in achieving all of these goals, we have established four critical priorities in this package of budget recommendations:

- The Reading Initiative,
- Increased investments in staff training,
- Targeted technology enhancements, and
- Funded legal mandates.

Increasing Academic Achievement

The Reading Initiative

Ensuring that the children of Columbus can read is – and must be – the number one priority for *all* of us in the District. The performance data compels us, the law requires it, and we know it is the right thing to do. Our FY 2000 budget clearly reflects this priority by allocating an additional \$5.0 million General Fund dollars in reading instruction. This is a 75% increase over the \$6.6 million spent in FY 1999. Coupled with our federal Title I allocation of \$20 million, the District's total investment in reading instruction will total \$31 million. In addition to new reading materials, this allocation will fund the implementation of one of three proven reading curricula – Success for All, Comprehensive Literacy, and Direct Instruction – and various safety net programs in every elementary and middle school in the District.

Superintendent's Message-Goals & Priorities

Resourcing for Results: Columbus Public Schools' FY 2000 Budget

Remarks by Dr. Rosa A. Smith, Superintendent

One of the most important policy decisions we make each year on behalf of Columbus school children, is the adoption of the school district's annual budget. These deliberations are always difficult for the Administration and the Board because the identified needs inevitably outstrip the resources available. The choices in this next budget will be no easier. Once again, we must make tough decisions about which investments will best advance the educational well being and performance of the children attending school in our district.

It is important to note that "*Resourcing for Results*," the FY 2000 budget proposal, has been developed in a very different fashion from our earlier financial blueprints.

First, this budget has evolved through a process of unprecedented collaboration among the Administration, its Budget Advisory Committee, school administrators and staff. All of these deliberations have proven invaluable. I especially want to acknowledge the work of the Interim Treasurer, Jerry Buccilla, and Budget Director, Brian Adams, who have worked together closely and guided us throughout this process to develop the budget recommendations in a strategic, thoughtful manner. I applaud their work.

Second, this year's budget was built from the ground up rather than just incrementally adjusting the schools' and departments' base budgets for inflation and the cost of doing business. While this zero-based budgeting process was much more difficult and required a significant investment of time by district office staff, the school staff, and the Board, the result has been well worth it. In FY 2000, our budget allocations will:

- Reflect an unparalleled alignment among the Board's goals, the individual schools' challenges and needs, and the resources available.
- Prioritize children and classrooms first by investing 68% of all General Fund dollars and over 75% of all new dollars in teaching, learning and quality instruction.
- Leverage *all* of our resources – financial, human, community – behind continuous improvement in the academic performance of our students and schools, especially reading.

Columbus schools' dismal reading scores will improve

During the 1997-98 school year, 73 percent of fourth-grade students in Columbus Public Schools failed the reading proficiency test. This is devastating.

Ambitious and aggressive measures are being implemented to change the course of learning for our students. Improving reading is our No. 1 academic goal.

Data clearly indicate that the ability to read well is necessary to succeed in all other academic subjects, and to pass each subject area of the proficiency test.

Consequently, our reading program has been changed, with efforts concentrated on grades K-3. The changes include:

- Reading is featured in all school-improvement plans.

- Three proven successful reading methods will be utilized.

- Special intervention programs will support struggling students.

- A new reading director will coordinate and monitor initiatives.

- Elementary teachers will receive specialized training.

- Music, art and physical education teachers also will be reading tutors.

- All K-3 teachers will teach reading for a minimum of 60 minutes each day.

- Special partnerships with volunteers and the business community will support reading programs.

For these reasons and others, we expect to demonstrate improved results for our students.

I often recall these words of Gen. Colin Powell: "The education of our children is a matter of life or death."

The ability to read has such a profound impact on our children that it is imperative to consider it a life or death matter.

The Columbus Public Schools were in charge of responsibility for the 1997-98 reading results. However, in significant ways, we all are responsible for the current state, and the future possibilities. If we succeed, everyone succeeds. If we fail, the children fail to reach their full potential.

Now, in this, our children are faced with additional challenges and consequences if we fail to teach them well. As required in Senate Bill 56, beginning in the 2001-2002 school year, the students we fail to teach well by fourth grade will be retained. Period. If this state law is in effect for one day, the new schools expect us to "retain" 73 percent of the state's fourth graders. This too is incredible.

To allow a student to pass through



ROSA A. SMITH

school without appropriately addressing his or her reading needs is unacceptable. So, too, would it be grossly unacceptable to think 73 percent of our fourth graders.

Research is replete with evidence that retention is not an effective remedy. In the April 7 issue of *Education Week*, University of Wisconsin sociologist Robert Mauer points to dozens of studies conducted over the past two decades that indicate children who are retained fall dramatically behind children who had displayed similar academic weaknesses but were promoted

to the next grade.

There are alternatives better than having 73 percent of our children not learning to read well at our hand, and thinking this number as the other.

They include: all schools producing improved reading results, all families supporting reading at home and legislators mandating and funding research-based requirements.

They also could include required additional school days in year-round K-3 schools for "at-risk" students designated "academic watch" and "academic emergency," the two lowest categories in the Ohio Department of Education's new system.

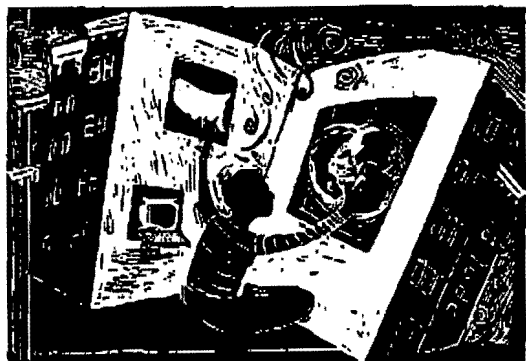
Which makes more sense? Having Columbus Public Schools to think 73 percent of fourth graders — a process known to increase failure and dropouts — or requiring and funding more days in K-3 classrooms through year-round schools, a process known to increase student success?

We have begun the journey toward improvement. We have refocused and re-energized our efforts to teach our children to read. Gov. Bob Taft has enacted the OhioReads program, which will provide extra funding and resources to support children as they learn to read.

The challenge is huge, but so are the possibilities. That is what all of us and the future of our community. Thus, the remedy resides in all of us.

Rosa A. Smith is superintendent of the Columbus Public Schools.

We have begun the journey to improvement. We have refocused and re-energized our efforts.



Computer literacy is a necessity

In 1697, Sir Francis Bacon wrote that "knowledge is power." Let me be bold enough, 402 years later, to add that information leads to learning and learning leads to knowledge.

Thus, those who are without access to information in the Information Age will be powerless.

Technological literacy is a skill that we cannot deny our children.

In its 1998 study, "Falling Through the Net II: New Data on the Digital Divide," the U.S. Department of Commerce noted that black and Hispanic households lag the national average for personal computer ownership and online access.

The study notes that of white households in the United States in 1997, 40.8 percent owned computers, while only

19.3 percent of African-American households and 18.4 percent of Hispanic households owned them. The study also confirms that computer ownership rates decline as household income declines: Of households with incomes that exceed \$75,000, 75.9 per-

cent owned computers; of those households with incomes between \$10,000 and \$14,999, only 12.0 percent owned them.

According to the National Center for Education, only 13 percent of classrooms in low-income communities and minority neighborhoods have access to the Internet.

The Columbus Public Schools are preparing children for the 21st century. Substantial investment is being made in research-based core instructional reading programs in elementary schools.

We are investing in quality teaching. We are re-crafting high schools to provide workforce-readiness opportunities. And we are planning for the installation of technology in our

classrooms.

We will give our principals and teachers the training they need to use the technology to advance our students' academic achievement.

The Columbus Board of Education and I take the responsibility of spend-

ing \$30 million of taxpayer resources very, very seriously.

Over the past several months, we engaged the voluntary services of a Technology Advisory Committee whose members represent the private and public sector.

The committee has spent countless hours on the selection process, reviewing the qualifications and proposals of numerous vendors.

We also engaged the expertise of the Gartner Group, the world's leading authority on information technology, to assist in developing and auditing our selection procedures.

So what will \$30 million buy?

In simplest terms, we will be investing approximately \$460 per student to advance their technological literacy.

We will have one computer for every five children in each school building. Each computer will be connected to the Internet. Each building will have the capacity to link with educational sites around the world.

Some have argued that the students of our district don't need these computers. To them, I offer a perspective I share with U.S. Secretary of Education Richard Riley, who said: "This



debate has never been about technology. It has been about what our children have the opportunity to do. It's much more than just giving a young person a computer or connecting that person to the Internet. It's about connecting students to a new world of learning resources and offering the mind the opportunity to expand and take on a new and challenging future."

As educators, we compete for our students' attention with a world that is fast-moving and ever-changing. We

must adapt our teaching methods to match the interest and intrigue with which students are met every day during their non-school hours. Engaging modern technological tools in our teaching and learning will allow us to do that. Most important, these tools will give our children access to the knowledge and power they will need to succeed in the 21st century.

Ross A. Smith, superintendent
Columbus Public Schools

June 21, 1999

ThisWeek in the South Side

CPS board approves \$621M budget for FY 2000

By BOB BEASLEY
ThisWeek Staff Writer

The Columbus Board of Education has approved a spending plan its authors say is focused on increasing the academic achievement of all of its students.

At its business meeting June 15, the board adopted the school district's budget for fiscal year 2000. The \$621-million spending plan includes a \$486.2-million operating budget.

Superintendent Rosa Smith said ensuring the district's students can read is her No. 1 priority. Because of that, she said, the budget includes a \$31-million investment in reading instruction — a 75-percent increase from the amount spent on reading in 1999.

The reading appropriation includes \$20-million in federal Title I funds. Previously, the district used Title I funds to pay for specific supplemental programs for economically disadvantaged students. Now, all of those funds will be concentrated on schoolwide programs.

Bill Moss, the only board member to vote against the budget, said

the district's change in policy regarding the spending of Title I dollars is another strike against the district's poor children. Speaking after the meeting, he said the move will come back to haunt the district by furthering the gap between the haves and have-nots.

"They're not telling us the whole truth about the Title I money," said Moss, who did not comment on the budget during the meeting.

Board member Loretta Heard said she was also concerned about the new method of spending the federal dollars.

"I hope the community doesn't think we're going to sacrifice money for one group of children in favor of another group," she said.

Before casting her vote in favor of the budget, Heard said she would hold Smith accountable for the results brought about by the new spending strategy. If the plan fails, Heard said she would "take (Smith) over the coals."

Heard said she hoped the district was not creating more inequity among its schools. Inequity, she said, was the reason busing was implemented in the district in 1979. "I

hope we are not headed back in that direction," she said.

Smith said she accepted full responsibility for ensuring the spending plan achieves positive academic results for all students, including those from disadvantaged families.

"What we've presented you is the best chance for poor children to do better," Smith said.

Dec Morgan, chief academic officer, said the district was in compliance with federal guidelines regarding its allocation of the Title I dollars. Morgan said regulations regarding the expenditure of Title I funds were loosened in 1994, thus allowing districts like CPS to use the money in more creative ways.

The district plans to purchase new reading materials and implement one of three new reading programs at every elementary and middle school next school year. Smith said the board will be given student progress reports on a regular basis once the programs are in place.

The budget also includes an investment of \$12-million for classroom computers and related equipment. The district's goal is to have one computer for every five students.

The operating budget includes: \$320.3-million for salaries and wages; \$75.9-million for fringe benefits; \$40.5-million for purchased services; \$26.4-million for supplies; \$16.7-million for equipment and capital outlay; and \$6.4-million for transfers, advances and other expenses.

"This budget is the best one I've seen in my seven years on the board," board member Bob Teater said.

At the end of its regular meeting, the board entered a closed-door session to discuss its search for a new treasurer.

A month ago, the search narrowed to two candidates from the original list of 46. Worthington City School District Treasurer Stanley J. Bahorek and Cleveland Public Schools Treasurer Bryan C. Christman were chosen to be interviewed in person for the position vacated by Ben Pittman in January.

Both finalists were interviewed last month and, according to board member Mark Hatch, additional discussions have taken place between the board and one of the candidates.

The board's goal was to have the

new treasurer in place by July 1. However, it does not appear that goal will be met. The board, which will have to vote on its choice, isn't scheduled to meet again until July 6.

After its closed-door session, the board reconvened to extend the contract of Jerry K. Buccilla, who has served as interim treasurer since January. By a 5-0 vote, the board approved a six-month contract extension for Buccilla. Heard and Moss did not return to the table for the vote.

Board President Mary Jo Kilroy said Buccilla's contract can be terminated by either party at any time with a 14-day notice. Until then, she said, Buccilla will continue to be paid based on an annual salary of \$95,000.

A salary for Buccilla's successor has not yet been determined. Christman earns a base salary of \$98,000 a year in Cleveland, and Bahorek makes \$86,455 annually in Worthington.

Buccilla applied for the permanent job, but withdrew his application before the selection process began.

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08/26/99 1:56PM; NO. 7944523P. 11 11/21

Columbus Dispatch
June 20, 1999

School budget set for improvements

Adopting our school district's budget is one of the most important decisions we make each year on behalf of Columbus schoolchildren. On Tuesday, the Columbus Board of Education adopted its budget for the next school year. We made tough decisions to do things differently to advance the educational well-being and performance of the children attending the schools in our district. We will do things differently because the data compel us to do so, the law requires it, and it is the right thing to do.

We put this budget together in a manner different from that used in previous years. Instead of asking principals how much money they needed, we asked them to define the needs of students in their buildings, focusing first and foremost on improving children's ability to read at grade level by the third grade, our No. 1 academic goal. We supported the principals in their decision-making by offering a menu of three research-based instructional programs designed to strengthen the core curriculum for all students. We also offered them a menu of research-based safety-net programs for children who need additional academic help. Recently revised guidelines governing the use of federal Title I funds gave us the opportunity in this budget to do things differently, which will yield different — and better — results.

During budget deliberations, a lot of questions were raised about the use of Title I funds to enhance our core instructional program for all students. For 35 years, in accordance with federal guidelines, we poured millions of those federal dollars into remediation programs that targeted a small number of our lowest-achieving students and consistently yielded poor academic results. As federal money for remediation programs increased, funds for core instructional programs decreased. Before we knew it, our remedial programs were bigger than our core instructional programs. We liken this practice to an auto manufacturer pouring millions of dollars into bigger and better repair shops rather than into designing a better car. It is time to build a better car! To continue building better repair shops is to endorse continued failure for our children.

Our 1999-2000 budget allocates the dollars necessary to build strong core instructional programs and safety-net programs for children who need additional support. An additional \$5 million is allocated in the general-fund dollars to support core reading-instruction programs, a 75 percent increase over the \$6.6 million spent this school year. Coupled with our Title I allocation of \$20 million, the district's investment in reading instruction will total \$25 million.

Finally, this budget answers the most important questions: "What will happen to poor children?" and "Who will be accountable?" Poor children finally will have a real opportunity to achieve at high levels. This budget puts in place an accountability system to ensure improved and sustained results for all children. Toward that end, the district's quality assurance administrator, Kwesi Kambon, has been given broad authority to ask equity questions with respect to all aspects of the district's operation.

By adopting the 1999-2000 budget, our Board of Education demonstrated the courage to stop the practice of replicating programs that fail our children, processes that fail our children, funding patterns that fail our children and other past practices that fail our children. The budget plan puts a stop to and redirects the downward spiral of failure that became commonplace in our district. The plan gives us the best chance in decades to propel our district toward levels of academic achievement that will secure our children's future and that of our community.



**ROSA A.
SMITH**

Rosa A. Smith is superintendent of Columbus Public Schools.

CPS optimistic about performance

By MAUREEN MCGAVIN

Booster Reporter

The Columbus Public School District is celebrating signs of improvement in meeting state minimum standards.

District leaders held a press conference Monday to introduce a classification system for the district's buildings, based on whether each met the state minimum standards — which will apply beginning in the year 2000 — as well as the amount of improvement each building showed between the 1997-98 and the 1998-99 school years.

Superintendent Rosa Smith said the district's classification system clusters schools according to 1998-99 proficiency test scores. The classification shows 92 of the district's 136 schools, or 67.7 percent, met the year 2000 state mandate that schools increase their proficiency test scores by a minimum of 2.5 percent.

That standard will be implemented next year, but Columbus schools are a year ahead of the game, Smith said.

"This is news that gives us hope and reason to be optimistic," Smith said.

Smith said only 59 schools, or 42.9 percent, met the proficiency test standard the previous year.

In addition, 27 of the 92 schools meeting that standard of improvement showed exemplary achievement or improvement, the highest category — or what Smith called "our celebrated schools."

Smith said each exemplary school will receive a banner to hang in the school and \$500 to be used for continuous improvement. The principals of each school will be invited to a reception Aug. 31 and other recognitions.

"We are not there yet, but we've turned the corner."

—Dec Morgan
chief academic officer

In addition, Smith and Deputy Superintendent Phyllis Wilson said staff members in the 92 buildings who contributed to the 2.5 percent increase in proficiency test scores will benefit from a "gains sharing clause" in the teachers contract, which rewards them \$1,000 each from a \$1 million fund. The staff members must also be a member of the bargaining unit, Wilson said.

Schools that don't show improvement for two consecutive years will face consequences ranging from program changes to total staff changes. Smith said the lowest-performing schools will receive priority for help from a \$1.2 million performance improvement fund set aside from the general fund.

Exemplary achievement is defined as a 75 percent passing rate on all proficiency tests at the elementary school level, and a 75 percent passing rate by eighth-graders on all areas of the Ninth-Grade Proficiency Test at the middle school level. It is defined at the high school level as 85 percent passing rate on all sections of the 10th-Grade Proficiency Test and 60 percent passing rate on all sections of the 12th-Grade Proficiency Test.

Exemplary improvement is defined as achieving an average gain of at least 10 percent on proficiency test areas at the elementary and middle school levels, and an average gain of at least 5 percent at the high school level, as well as meeting district goals.

"We are not there yet, but

we've turned the corner," said Chief Academic Officer Dec Morgan, adding the successes were the result of hard work by staff and students. "It was not just a blip on the radar screen," she said.

Elementary schools classified as showing exemplary improvement are: Winterset (also showed exemplary achievement), Indian Springs, Binns, Cedarwood, Georgian Heights, Huy, Parkmoor, Salem, Stockbridge, Avondale, Beck, Brentnall, Broadleigh, Cranbrook, Eakin, Eastgate, Fair, Highland, Liberty, Lindbergh, Linden, Medary, Oakmoat and Second.

Middle schools showing exemplary achievement are Monroe and the Spanish Immersion Academy.

Columbus Alternative High School showed both exemplary achievement and improvement.

The classification system, which will be implemented this fall, shows early results of the buildings' improvement plans that began last year, Smith said. That includes addressing the proficiency test requirements, she said, despite criticisms districts often face about "teaching to the test."

"What we're teaching is what they need to know for the test, but what we're teaching are things we also want our children to know," Smith said.

The Booster
August 11, 1999

August 15, 1999

The Columbus Dispatch

An independent newspaper serving Ohio since July 1, 1871

JOHN F. WOLFE, Chairman, Publisher and CEO

MICHAEL F. CURTIN, President, Associate Publisher and Editor

EDITORIALS

Setting goals

Columbus schools have tough job ahead

The scholastic situation in the Columbus Public Schools is not the stuff of honor rolls. In fact, in a vacuum, the district's test scores make it look downright futile.

The good news is that school systems do not operate in a vacuum. While Columbus' scores show that the district will be placed in "academic emergency" when the state starts issuing report cards for every district next year, the scores reflect some improvement.

Still, if the Columbus schools' performance doesn't improve over five years, the state could intervene and run the district.

Any journey to rehabilitation begins with an acknowledgment of difficult and often painful truths, followed by hard work. Superintendent Rosa A. Smith has taken the first steps. She's diagnosed the many problems, moving the district past the denial phase and into recovery.

Included in the course of treatment she's ordered are some medicines that were a little hard to swallow: Smith was criticized for removing Wanda Knight as principal of the Africentric School at Mohawk and reshuffling the school's staff last year and for her overhaul of the teaching staff at Linden-McKinley High School. Columbus Public Schools officials typically have been too slow to acknowledge and prescribe solutions for problems. Smith's willingness to take tough steps is a welcome change.

There are some bright spots in the district's

somewhat dismal performance. In 67 percent of the 136 schools, for example, the number of children who passed proficiency tests increased this year by at least 2.5 percentage points, a standard used by the state for assessing meaningful improvement. The previous year, just 49 percent of Columbus schools met that target.

The district will meet or surpass five of the state-set standards — one more than the previous year and two more than the year before that. Although state officials have warned against direct comparisons between

different years because of changing criteria, there's no arguing that Columbus schools are moving in the right direction. Unfortunately, to get out of academic emergency, the district will have to meet one-third of the state's 27 standards. There's plenty of work ahead.

What's more, while most schools are showing improvement — several elementary schools show gains of 20 percentage points or more in the numbers of students passing proficiency tests — some are not. Many schools' students' passage rates have declined.

But this information is not shocking. Since she arrived in Columbus, Smith has been clear and consistent in her directive that the system must improve. She has shown that she possesses the intentions, skills and courage necessary to pull up the grades. Straight A's aren't likely, but real improvement is. It won't come overnight.

Any journey to rehabilitation begins with an acknowledgment of difficult and often painful truths, followed by hard work.

**Columbus Public Schools**

270 East State Street • Columbus, Ohio 43215 • Ph. (614)365-5888 • Fax (614)365-5689

Rosa A. Smith, Ph.D.
Superintendent

August 26, 1999

Michael Cohen
Senior Advisor to the Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

RE: *Columbus Public Schools*
Class-Size Reduction: The Basis of Student Success

Dear Mr. Cohen:

Thank you for inviting us to share information about our Class-Size Reduction program, and about our district. This program is an integral part of our effort to achieve our district's #1 academic goal, which is to insure *all* students can read at or above grade level by third grade.

In addition to this fax, we are sending via overnight express an original packet that includes:

- 1 A 2-page program summary;
- 2 Recent news clips;
- 3 A brief profile of our district;
- 4 The message that accompanied the presentation to our Board of Education of the 1999-2000 budget which discusses our district's key initiatives; and
- 5 Information about three of our elementary schools that the President might consider visiting when he's in Columbus. Priority order for a visit from our perspective would be Linden, Moler, and Hubbard.

Thank you again for giving us the opportunity to share this information with you.

Sincerely,

Rosa A. Smith

Attachments

Brooke Grove Elementary School
2700 Spartan Road
Olney, Maryland 20832
301-924-3154
Fax: 301-924-3161

FAX TRANSMITTAL MEMO

Date: 9/3/99To: AndrewFrom: Eoline Cary
Brooke Grove ES #51Pages including cover page 60

Comments:

Re: 98/99 Blue Ribbon Schools
Program - Certification Sheet

Confidentiality Notice:

The information in this transmission is intended only for the individual or entity named above. It may be Confidential. If you have received this information in error, please notify us immediately and send the original transmission to us by mail. If the reader of this message is not the intended recipient, you are hereby notified that any disclosure, dissemination, distribution, or copying of this communication or its contents is strictly prohibited.

ASSIGNED BY NOMINATING AGENCY**CHECK ONE IN EACH GROUP:**Previous National Blue Ribbon School: Yes ___ No X If Yes, Year(s) _____Special Honors Candidate: X Arts Education or ___ Character Education**1998-1999 Blue Ribbon Schools Program****Certification Sheet**Name of Principal Mrs. Eoline Cary

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As you wish it in the official records)

Official School Name Brooke Grove Elementary School

(As you wish it in the official records)

School Mailing 2700 Spartan Road Tel. 301) 924-3154Address Olney Maryland 20832Fax (301) 924-3161

City

State

Zip Code

Website/URI http://ww3.mcps.k12.md.us/Email Eoline.Cary@fc.mcps.k12.md.usschools/brookegroves

(Principal's e-mail address)

County MontgomeryNearest Major Airport/City, State Washington, D.C.

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

(Principal's Signature)

Date October 12, 1998

Private Schools: If the information requested is not applicable to you, write N/A in the space.

Name of Superintendent Dr. Paul L. Vance

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Montgomery County Public Schools Tel. (301) 279-3381District Mailing 850 Hungerford DriveFax (301) 279-3205Address Rockville Maryland 20850

City

State

Zip Code

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature)

Date 10/14/98

Name of School Board

President/Chairperson

Mrs. Nancy King

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature)

Date 10/14/98

Preparation of School Self-Assessment

Representatives of all relevant stakeholder groups (including administrators, teachers, other school staff, students, parents, and community representatives) should be involved in the preparation of the School Self-Assessment. Information about its preparation is required under F3 and is used in scoring that item in conjunction with the information requested below. List the individuals involved in preparation. If necessary, add an additional page numbered "2a."

Name

Eoline Carv. Editor
(List Primary author/editor here)

John Moran

Theresa Finch

Mary Cay Ricci

Dreama Ger

Charles Southworth

Anne Baldini

Sharyn Tolkach

Darzell Paz

Lynne Quest

Annette Hennigan

Jean Ziglar

Stan Klein

Janet Levy

Cindy Woodfield

Gail Fooks

Joe Sacco

Vivian Malloy

Robin Schulman

Position/Title

Principal

Counselor

Media Specialist

Parent

PTA President

Fifth Grade Teacher

Fourth Grade Teacher

Fourth Grade Teacher

Reading Specialist

Learning Center Coordinator

Media Assistant

Secretary

Assistant Principal

Special Education Teacher

Second Grade Teacher

Fourth Grade Teacher

Parent

Parent

Parent

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that for each of the statements below concerning your school's eligibility, previous recognition in the Blue Ribbon Schools Program, and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements are true and correct.

1. The school is an elementary school or includes some combination of grades PreK-8. Or the school is an intermediate or middle school that ends in grade six. Or the school is K-12 and the K-8 components are applying. Unless the school is K-12, the entire school is applying for recognition.
2. The school has been in existence for five full years.
3. The school has not received national recognition as a Blue Ribbon School since September, 1993.
4. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
5. The OCR must not have issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

Preparation of School Self-Assessment (cont.)

Name	Position/Title
Eileen Curry	Music Teacher
Theresa Salke	Physical Education Teacher
Susan Mapp	Art Teacher
Cindy Retterer	Former PTA President
Mary Ebert	Friend and Colleague

PART II - BACKGROUND AND DEMOGRAPHIC DATA

DISTRICT (Questions 1-3 not applicable to private schools)

1. Total number of students (PreK-12)* enrolled in the district: 128,007
2. Number of schools in the district:

<u>123</u>	Elementary schools
<u>32</u>	Middle schools
<u> </u>	Junior high schools
<u>23</u>	High schools

* 185 TOTAL * includes 1 Vocational & 6 Center Schools
3. District Per Pupil Expenditure: \$7,288 (FY99)
- Average State Per Pupil Expenditure: \$6,446 (FY96)

SCHOOL (To be completed by all schools)

4. Category that best describes the area where your school is located:

☐	Urban or large central city
☐	Suburban school with characteristics typical of an urban school
☒	Suburban
☐	Small city or town in a rural area
☐	Rural
5. 9 Number of years the principal has been in her/his position at this school.
If less than three years, how long was the previous principal at this school?
6. Number of students enrolled at each grade level or its equivalent in your school:

PreK <u>10</u>	<u>76</u> K	<u>93</u> 1 st	<u>99</u> 2 nd
3 rd <u>93</u>	<u>92</u> 4 th	<u>87</u> 5 th	<u>6</u> 6 th
7 th <u> </u>	<u>8</u> 8 th	<u>48</u> Other	<u>598</u> Total
7. Racial/ethnic composition of the students in your school:

<u>.1</u>	% American Indian or Alaska Native
<u>8.0</u>	% Asian
<u>12.9</u>	% Black or African American
<u>5.5</u>	% Hispanic or Latino
<u> </u>	% Native Hawaiian or Other Pacific Islander
<u>73.4</u>	% White

100% Total

* Include pre-Kindergartners only if your school and/or district operates PreK programs.

8. Student turnover, or mobility rate, during the past year: 13.5 %

(This rate should include the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in your school as of October 1, multiplied by 100.)

9. Limited English proficient students in the school: 2.8 %
23 Total Number

Number of languages represented: 14

Specify languages:

Spanish	Igbo	Vietnamese	Cambodian
Arabic	Ibo	Ga	Japanese
Korean	Cantonese	French	
English	Thai	Mende	

10. Students who qualify for free/reduced price lunch: 9.0 %
54 Total Number

If this is not a reasonably accurate estimate of the percentage of students from low-income families or your school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why you chose it, and explain how you arrived at this estimate.

107 Number Served

NUMBER OF STUDENTS WITH DISABILITIES according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Deaf	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blind	<u> </u> Seriously Emotionally Disturbed
<u> </u> Hard of Hearing	<u> 5 </u> Specific Learning Disability
<u> </u> Mentally Retarded	<u>105</u> Speech Impaired
<u>48</u> Multihandicapped	<u> 1 </u> Visually Handicapped
<u> </u> Orthopedically Impaired	

12. Describe any significant changes in the data reported in items 4-11 that have occurred during the past five years and explain why the changes occurred.

At the start of '96-'97 a change of school boundaries resulted in a 200 student enrollment reduction.

PART III - SUMMARY

Students, parents, and teachers at Brooke Grove have forged a partnership dedicated to excellence and committed to the belief that *success is attainable for all students*. This is our credo, and all of our efforts, resources, and abilities are focused on the attainment of success, and the quest for excellence. We carefully develop goals, standards, and expectations, and measure our performance in order to adjust instruction to meet the needs of our students. At Brooke Grove, we are process- and goal-oriented. Our pursuit of excellence is planned and deliberate. We believe in a pro-active process to monitor and assess student performance, and to nurture an inviting learning environment. The Brooke Grove "family culture" supports and reinforces the pervasive and dominant perception of students, parents, and teachers—*Brooke Grove is a wonderful place for learning and teaching and a GREAT PLACE TO BE!*

Moving about Brooke Grove, looking in classrooms, absorbing the physical surroundings: halls, offices, instructional support areas, cafeteria, playground and courtyard, one finds a place vibrantly alive with student activity and work. Evidence of student work fills the walls and hangs from the ceilings in classrooms and corridors. Indicators of student success and examples of excellence are featured and boldly displayed. One also sees and experiences an environment where children are wanted and validated by a caring, dedicated staff, and activities are organized, focused, and purposeful. Students know what to do, where to go, and how to get there. Teachers enjoy teaching, children are challenged in learning, and parents are intimately involved with the process. An administrative presence is evident, which conveys, "We're happy you are here, you are important, and this is our school—a stimulating, safe haven where our purpose is to help you be the best you can be."

At Brooke Grove, participation and involvement is of paramount importance and evident throughout all aspects of learning and teaching. Teachers, parents, students, and central office staff are engaged and vested in the quest for excellence. Hiring teachers and staff, identifying goals, implementing change, monitoring program delivery, ensuring a safe and healthy environment, and measuring our performance is a collective, shared effort in which teachers and parents, actively and purposefully contribute.

Our children are stimulated and meaningfully challenged at Brooke Grove. For example: word walls in K-5, writing centers, graphic organizers, K-W-L are some of the strategies used for guided and inquiry-based instruction in all content areas. A sampling of the strategies intended to involve and motivate students are Recognizing Patterns-Making connections, Instructional Systems in Math, cross-grade approaches to problem solving, and the use of cueing systems and cooperative learning strategies. The implementation of the *William and Mary Language Arts Program for Highly Able Learners*; *Reading Recovery Program* (an internationally recognized intervention program); Math and Science Clubs; science hands-on kits; *Math Content Connections* funded by the National Science Foundation; and the use of technology (computer lab, research/learning hub and connectivity in all classrooms) enables our children to acquire skills and learn how to problem solve for the future.

Our family has a life-long commitment to learning. From our youngest kindergartner through the 5th grade, and including our most experienced teachers, we continue to develop our skills and understanding, celebrate our accomplishments and successes, and share the joy of applying what we have learned and discovered. Staff training is essential to our instructional success. New teachers participate in one week of training prior to joining the staff and have a coach-mentor throughout their first year of service. In all subject areas, grades, and departments, staff is actively engaged in training and supported in their desire to stay current and skilled in effective learning practices. Significant numbers of teachers were trained in the following staff development initiatives: William and Mary curriculum; early literacy

strategies for reading and language instruction; Math Content Connection; Gifted and Talented Instruction; Use of Technology Workshops; Reading and Writing Connection; Improving Teacher Observations; Hands-on-Science and units of study funded by the National Science Foundation; AEMP, Science and Expository Reading; and Human Relations topics as it relates to our school improvement goals.

At Brooke Grove we have demonstrated innovative and creative avenues for acknowledging and motivating students. We strive for an environment in which children want to achieve, are supported in their efforts to achieve, and receive acknowledgment and support for their achievements. The PTA and staff provides 3-5th grade students with breakfast during the yearly fifteen days of Mathematics Criterion-Referenced Test Mathematics (CRT), Metropolitan Achievement Testing in Reading (MAT 7), and Maryland State Performance Assessment Program (MSPAP) testing. Ninety-eight percent of the students had their "student passports" stamped for meeting attendance and effort standards during assessment days. As a reward these students received a special afternoon celebration at the local theatre. A "sleepover" in the school gym, complete with sleeping bags, children, parents, and staff, was the incentive for meeting reading goals, and earning Red Apples for public service entitled the bearers to McDonald's certificates.

In summary, as indicated by our recent exemplary growth scores on the 1997-98 MAT7, the Montgomery County Public School Mathematics CRT, and MSPAP, it is evident that our improvement efforts have enabled our students to perform at their potential. Not one isolated strategy, individual or group is entitled to take credit for this accomplishment. We attribute our success to motivated students, committed parents, dedicated staff and administration, and a caring and generous community working together as we "soar to achieve excellence".

PART IV - VISION/MISSION STATEMENT

The Montgomery County Public Schools (MCPS) Vision statement and goals are the foundation for Brooke Grove's formation of its vision statement and development of yearly objectives designed to meet the needs of our customers and stakeholders.

Montgomery County Public Schools Vision

We, the people of Montgomery County, believe that a quality education is a fundamental right of every child. All children will receive the respect, encouragement and opportunities they need to build the knowledge, skills and attitudes to be successful, contributing members of a changing global society.

Brooke Grove Elementary School Vision

Brooke Grove Elementary School is a community committed to the development of a learning environment that values diversity, respects the individual as well as the group, and inspires intellectual and personal growth.

Brooke Grove staff and parents came together and created their mission statement in August 1989. Working together, they crafted the mission statement. It is reviewed yearly and continues to reflect the vision. Brooke Grove was created from two overcrowded schools. The parents carried a strong vision of what they wanted in their new school. The staff, selected for their expertise and commitment to creating a new school, brought their own expectations and visions. Each year, the goals and objectives may change based upon the needs of the students as determined by an analysis of test data, community and student surveys, input from focus groups, and initiatives of the school system.

The Success for Every Student Plan, developed at the county level, articulates the goals for the school system. The local school objectives are listed under the county goals and are the driving force in the Brooke Grove Elementary School Improvement Management Plan.

Goal 1 Ensure Success for Every Student

* To develop a social climate that fosters respect for self and a sensitivity toward classmates and community. Attainment will be measured by narrative and quantitative data collected and summarized by the School Improvement Team.

Goal 2 Provide an Effective Instructional Program

* To increase student achievement in reading/language arts as measured by MCPS Criterion Referenced Tests (CRT) and Maryland State Performance Assessment Program (MSPAP) standards. At least seventy-five percent of the students in grades 3, 4, and 5 will meet the CRT reading standard. MSPAP scores for students in grades 3 and 5 will increase 15 percentage points toward attainment of satisfactory and excellent standards.

* To improve the instruction given to gifted and talented students, Brooke Grove will focus on more consistent implementation of instructional strategies designed to improve their performance in reading/language arts and mathematics. Attainment will be measured by an increase of 10%, at each grade level, of identified gifted and talented and/or highly able students scoring 800 or above on the MAT7 and CRT Mathematics assessments.

PART V - LEARNING-CENTERED SCHOOLS CRITERIA

A. STUDENT FOCUS AND SUPPORT

A1. How would you describe your student population? What are your students' needs? How do you assure that the needs of all students are met?

"Soaring to Achieve Excellence" is not only the motto at Brooke Grove, but also the goal of our 600 students. Any description of the student population need note that Brooke Grove opened in 1990 with only 400 regular and special education students in kindergarten-5th grades. During the next nine years, the school grew to over 800 students, survived a highly controversial boundary change, and stabilized this past year at 600 students. The diverse student body consists of 550 regular and 48 special education students, who are part of our Intensity 4 and 5 School Based Learning Center (SBLC). Enrollment figures are provided by MCPS Department of Educational Accountability (DEA). Statistical data is maintained centrally on the mainframe, as well at the school-level on the Student Information Management System (SIMS). Thirteen percent of the population is identified as African-American; 8% as Asian; 6% as Hispanic; and 73% as White. Thirty-four percent of the Brooke Grove students have been identified as gifted and talented, 4 % as ESOL, and 10% students as eligible for special education services. Two percent of the students receive accommodations under Section 504 of the Americans with Disabilities Act. Nine percent of the students qualify for free or reduced lunch and breakfast. Our SBLC consists of four Intensity 5 classes, serving students in kindergarten through grade 5. In addition, we have one Intensity 4 class serving 4th and 5th grade students. All SBLC students receive services from more than one special educator, e.g. occupational, physical, vision, auditory, and speech and language therapy.

One of the challenges faced in the past nine years has been the change from a semi-homogenous population to one more heterogeneous. We strive to maintain our commitment to our vision statement: Brooke Grove Elementary is a community committed to the development of a learning environment that values diversity, respects the individual as well as the group, and inspires intellectual and personal growth.

Classroom teachers review records, pre-assess students, consults with parents and colleagues, and observe each student to determine needs. The counselor reviews folders for all transfer students and shares information with the receiving teacher. Staff reviews the records of every child in the SBLC before each academic year to determine the need for adaptive facilities, additional related services, and/or additional personnel, to ensure that all children achieve school success. The SBLC coordinator attends monthly meetings with central office personnel to communicate the needs and expectations of students. Some resources have been provided as a direct result the coordinators' requests to meet needs. For example, SBLC classes have received new computers with appropriate software.

Our School Improvement Management Plan (SIMP) ensures that the needs of all students are met. Objectives, goals, and tasks are developed jointly with parents, staff, and administration, ensuring that all students are provided the best possible program. This data-driven document is reviewed four times yearly by the SIMP and monthly by staff to guarantee its success.

A2. What nonacademic services and programs are available to support students, and how do they relate to the student needs and school goals identified?

Brooke Grove is committed to the nonacademic as well as the academic needs of the students. The school counselor works with individuals, small groups, and entire classes on issues that are identified through communication with parents, staff and students. Fifteen percent of the students received individual counseling in 1997; 45% received services as part of a special interest group; 70% of the students received service as part of their regular classroom instruction and 100% of the students participated in "Lunch Bunch," an informal opportunity to provide students with socialization skills. The counselor communicates regularly with teaching staff regarding student concerns and issues. The counselor provides periodic parenting classes to assist with a variety of issues. Parent and student satisfaction surveys are administered every three years.

The 1997-98 Pupil Services Plan placed an emphasis on skills and activities identified as needed to ensure success for all students. As a result, programs such as "Lunch Bunch", DeBug, Red Apple and Silver Eagle Awards, Sportsmanship Awards, and peer mediation are all in place as part of the nonacademic support to students. Additionally this year, the plan was revised to include activities to foster a greater collaboration between the regular and special education classes. Participation in activities designed for greater inclusion of the SBLC classes with the regular education classes such as 'Poetry Partners', school chorus, school safety patrols, Student Government Association (SGA), media center and office helpers will be continued this year. Our Community Health Nurse provides instruction during our 5th-grade Family Life unit. In addition, opportunities to maximize participation with like grade level classes are part of the 1998-99 objectives (see vision statement, goal 1, objective 1).

The Brooke Grove PTA Special Needs Chairperson plans evening and daytime programs designed to encourage parents to play a greater role in the education of our students. Programs such as Open House, Back-To-School Night, Kindergarten and First Grade Reading Night, Parent Night of Assessments, Second Grade Writing Night, and Gifted-and-Talented Parent Night are programs intended to help parents support our students. Each of these is designed to help parents understand how and what is being taught so that they can serve as partners in the learning process.

A3. How does your school determine and address the developmental needs of students as they move from grade to grade?

Brooke Grove staff believes in knowing each child's strengths and needs, and engaging in regular planning, monitoring, and evaluating of the child's progress academically, socially, and emotionally. The developmental needs of students as they move from grade to grade are identified and addressed in a variety of ways. Grade level teams meet with support specialists and the next grade level teachers to discuss student needs and groupings prior to the end of school in June. Student strengths, needs, and teacher recommendations are emphasized.

In the spring of each year, school tours are offered during the instructional day to allow incoming families the opportunity to experience Brooke Grove in action. Small group and individual consultations with school administrators and support specialists are offered to maximize the exchange of information regarding needs of incoming student. Kindergarten Orientation provides the opportunity for parents and incoming kindergartners to explore the resources available to them and become acquainted with staff.

Older students matriculating to middle school participate in an initial orientation session with the counselor. Former students visit to discuss course offerings and expectations at the middle school level. Current teachers fill out articulation forms to provide information to aid in appropriate placements. Prior to the beginning of school, in-coming students attend a half-day orientation at the middle school campus.

Students who have been identified as needing special education services are monitored closely by the Educational Management Team (EMT) and the Assessment, Review, and Dismissal (ARD) team. Students with current Individual Education Plans or Section 504 Plans are formally reviewed by the EMT/ARD teams within the first two weeks of the new school year. This review includes both staff and parents to address the students' needs as they matriculate to the next year's teacher.

Monday evening meetings with parents, and school administration, and support specialists have been offered by grade level each year. These meetings are designed to take place in an informal atmosphere where parents are encouraged to communicate their concerns and offer their suggestions regarding the instructional program.

Parents of incoming SBLC students visit and tour the facility. Interviews are held to discuss specific needs pertaining to incoming students such as academic, behavioral, medical, physical, and language needs. Students are encouraged to spend a half-day with teachers prior to attending the school.

A4. What cocurricular activities are available for students and how do those activities extend the academic curriculum?

Brooke Grove sponsors a variety of cocurricular activities that extend the instructional program. Currently, 76% of the students are involved in either a school or PTA sponsored activity. Activities such

as: SGA, School Safety Patrols, Brooke Grove Newspaper, Morning and After-school Math Clubs, Media Lunch Bunch, School Banking, and Students Helping Students are part of the regular Brooke Grove program. The 4-H Club has increased in membership from 15 students to 25 students in just two years. PTA-sponsored programs, such as FLES (foreign language), Jr. Great Books, Hands-On Science, Hands-On Art, Chess Club, and Primary Math Club are offered throughout the year. Each of these activities provides students with opportunities to develop leadership skills, social interaction skills, and responsibility, as well as develop and extend skills in art, science, reading, math, and written language. Currently 101 4th and 5th grade students are enrolled in our Instrumental Music Program and 120 in the Choral Music program. Their talents are showcased during frequent school concerts. It is important to note that the 5th-grade Intensity 4 and 5 students participate as safety patrols and are encouraged to participate in all activities to the fullest extent. Montgomery County Department of Recreation (MCRD) and the Olney Boys and Girls Club offer fee-based activities in dance and sporting activities after school and on weekends. Scholarships are arranged for fee-based activities for families in need.

All students are encouraged to participate in activities and share their ideas for new programs. The Chess Club was formed as a result of student/parent interest. Sponsorship was obtained by the PTA, and staff and parents supervise regular meetings. Brooke Grove Math Clubs were designed to meet the specific needs of individual groups where groups may emphasize the achievement of girls in the area of math, the needs of the gifted and talented population, or the needs of underachieving 3rd-grade students.

A5. How does your school address the accessibility of its facilities to students and other with disabilities?

Brooke Grove is committed to assuring full accessibility for all persons. The facility is fully accessible to all persons as provided under the ADA guidelines. Large letters and numbers have been placed outside each classroom and office area to assist the visually impaired. In striving to provide handicapped access, each classroom and restroom has been adapted, one of our classrooms has been modified for wheelchair use, there is an elevator to the second floor, and the parking lot and sidewalks have been equipped with ramps. Additionally, specific modifications have been made to meet the needs of a particular student who has been identified as having dwarfism. Adjusted door handles and access windows in the gym, music and art rooms, and media center as well as several classrooms, have provided access for this student. Modifications to playground equipment and hallway water fountains exist as well. Sign language interpreters are utilized for our hearing-impaired parents during parent conferences and school presentations. Large print materials are provided for visually impaired students and parents.

Students identified with disabilities are served in their classroom. The SBLC staff and regular education staff are involved in a team teaching approach. This involves collaborative efforts in planning for and accommodating the needs of all students. The SBLC provides a transdisciplinary approach. That is, our specialists, such as occupational or physical therapists, plan lessons with classroom teachers on a regular basis. Students who have identified disabilities may meet with their teachers in small groups or large groups. Efforts have been made by special education staff to ensure that every child referred is educated in his/her home school. This requires additional time and planning to assure that these students are provided with the proper supplementary aides and services.

B. SCHOOL ORGANIZATION AND CULTURE

B1. How does the culture of your school support the learning of all its members and foster a caring community?

From its inception, Brooke Grove Elementary School staff encouraged and provided opportunities for meaningful involvement from the greater school community. What has emerged and evolved over the years is the existence of a strong school family culture and school identity. A school mascot, colors, and motto were collaboratively selected. The school name was approved by the Board of Education as requested and petitioned by the community, enabling Brooke Grove to maintain its historical identity. Parents actively participate and contribute to the school. Every day, one sees volunteers working in classrooms, offices, and corners providing assistance to students, parents, and staff, and serving on school

committees, such as homework, discipline, assessment, gifted and talented, and School Improvement Management Team (SIMT). Our cadre of 2361 volunteers has contributed 10,543 hours of assistance over the last five years.

We are guided by the strong belief that success is attainable for all children in our diverse student population. Our SIMT guides the establishment of priorities within the SIMP. The SIMT monitors the implementation of objectives, program implementation and student attainment, and seeks input from all stakeholders, including parents, community members, students, professional staff, and supporting services staff. Seeing the need for additional input from parents has prompted us to involve them more actively in these committees. During our monthly grade-level team meetings, classroom teachers have the opportunity to reflect on how close we are to attaining our learning goals. Suggestions are made for revising our strategies, to provide success for all students. Administration meets regularly with SGA officers and representatives to elicit feedback on how students perceive our school.

In a routine analysis of test data, our Assessment Team (A Team) identified a deficiency in basic fact mastery. The committee recommended to the SIMT the implementation of a math incentive program. The SIMT collectively agreed and conferred with the PTA Executive Board to elicit financial support. One of our business partners agreed to sponsor this program. This illustrates our use of data to assess and adjust our curriculum, and the role of the stakeholders.

Based upon assessment data, Brooke Grove joined with cluster schools to participate in the Renaissance Program, designed to acknowledge and reward academic achievement. The cluster high school, Sherwood High School, has supported us by providing a variety of resources, such as cheerleaders and pep band for our academic pep rally, and buttons for all students who participated in our Read to Succeed Summer Reading Program.

The most recent county administered Student and Parent Satisfaction Surveys survey was conducted in the Spring of 1998. The results help us evaluate and plan in the following areas: school facilities, school staff, school safety and discipline, academic instruction, and teacher-student relationships.

Areas of highest student satisfaction indicate:

- My teachers expect me to do well in class
- My classroom has books and equipment that help me learn
- My teachers care about me as a person

Areas of highest parent satisfaction indicate:

- My child feels safe at school
- Teachers are interested and cooperative when they discuss my child
- I feel welcome at this school

These responses range from 96.4% to 99.2%, and are typical of our parent and student surveys, illustrating how Brooke Grove is perceived as a nurturing, caring school community.

B2. What opportunities do students have to build sustained and caring relationships with teachers and other adults? How does your school promote a healthy peer climate among the students?

Students at Brooke Grove learn to appreciate and interact with a wide range of people. A great deal of emphasis is placed on student cooperation, both with their peers and adults. Goal 1 of our SIMP is to "develop a social climate that fosters respect for self and a sensitivity towards classmates and community."

The DeBug program was introduced to all classes by the guidance counselor, and implemented school-wide last year. It enhances self-esteem by helping the child acquire coping skills in relating to peers. Students learn to use appropriate language and develop strategies to interact with others. Steps are modeled for them for resolving conflicts.

The SGA provides another vehicle for students to help themselves and others in the community. Last winter, our counselor became aware of a family in crisis. Through SGA efforts, over a month's supply of food and staples, holiday gifts, and clothing were provided for the family. All of this was accomplished without divulging the student's identity.

Students interact with teens through our involvement with the Sherwood High School student intern program. These interns read with the students, act as cheerleaders and mentors for them, and provide positive role models. Some of these interns are Brooke Grove alumni.

Students at Brooke Grove have the opportunity to interact inter-generationally with two local senior groups. Our 3rd-grade students interviewed the seniors, wrote reports, prepared skits and presentations. Visitations between the school and the centers were conducted. You can't imagine how awed the seniors were to see the technology being used in our school.

Each year, staff members donate their time and resources to sponsor activities with students through the PTA Silent Auction. Students bid on opportunities to spend time with staff members, e.g. pizza and a movie, lunch, or ice cream parties. Red Apples Awards are given when staff members "catch" a child performing an unsolicited act of charity, caring, or service. Red Apples are later redeemed for meal coupons from McDonald's. Our most recent student survey supports that, "My teachers care about me as a person." (B1) Student recognition is also provided by our PTA monthly birthday bulletin board. Pictures of the children whose birthdays are celebrated in a given month are displayed on this board. In addition, morning announcements include best wishes for our "Birthday Buddies," and children each receive a "Birthday Buddies" pencil. Third grade students develop communication skills and a sense of pride and ownership while working as weather reporters during morning announcements.

Assembly programs, which help us to better understand our differences and similarities are given priority. Examples include: Kids on the Block, Montgomery Exceptional Leaders (MELs), multi-cultural programs, etc. During a recent MELs' presentation, in which physically-challenged students shared their appliances and prostheses and discussed their disabilities, one of our students openly revealed for the first time, that he, in fact, has leg braces. This took an enormous amount of courage on the student's part and could only occur in the non-threatening, accepting atmosphere.

The emphasis placed on student relationships at Brooke Grove helps create our healthy school climate. The programs cited are examples of strategies used to enhance and nurture a caring atmosphere to convey the message that our school belongs to the children.

B3. How are teachers hired in your school? How are assignments made?

The recruiting, hiring and retention of staff at Brooke Grove are a high priority with administrators, students, and community. When we know a vacancy may occur, we carefully begin the process of identifying the skills and qualities are needed and compatible with the needs of our students and the philosophy of the school. Interview questions enable the applicant to address areas we are targeting while giving insight into their background, philosophy and beliefs. The MCPS Office of Personnel has a comprehensive system of screening and determining the employability of prospective applicants. Only after an applicant has fulfilled application requirements and met the district standards can he/she be considered.

This past year Brooke Grove deployed a team of interviewers including five teachers, two administrators, and two support personnel to the first Job Fair initiated by MCPS. Approximately 64 teachers sought transfers to one of four possible vacancies at BGES. This was the highest number of interviews conducted by any school, including secondary schools in MCPS. As a group, the interview team and a PTA representative reviewed and refined the list of all applicants. This same team interviewed candidates, assessed compatibility with student needs and made recommendations. For example, our school needed a special educator who had experience with 10-12 year old students with multiple disabilities, was certified in updated assessments, and able to communicate effectively with parents. The team interviewed nine candidates prior to selecting an individual that would meet all criteria. Prior to leaving for the summer, teaching and room assignments are determined based upon enrollment, student needs, and areas of teacher certification and expertise. The teachers and administrator work cooperatively to determine professional objectives for the next year based upon individual and school needs. Time is provided to facilitate a smooth transition for a new school year.

B4. What is your school's plan for school safety, discipline, and drug prevention? What was your record for the past five years?

We believe that our approach to school safety, discipline, and drug prevention creates and supports a fair and consistent learning environment. According to our recent Student Satisfaction Survey, 91.1% of the BGES students reported, "feeling safe at school," as well as 88.2% felt safe as they traveled to and from school. Likewise, the "Parent Satisfaction Survey" indicated the 97.6% felt that "their children were safe from weapons," at Brooke Grove. An overwhelming 99.2% felt that their "children feel safe at school". Brooke Grove has been awarded the AAA School Safety Award annually. According to our Montgomery County Police Department (MCPD) sponsor, this only happens in a school where there is a true commitment towards safety on the part of the patrol force and their staff sponsors. A staff Crisis Committee exists for use in the event trained intervention support is required. The committee has been called into service only once over the past three school years.

Our Discipline Policy clearly defines the school standards, expectations of staff, students, and parents, and includes rules delineating infractions and consequences for the bus, cafeteria, playground, assemblies, halls and classrooms. In early September, the Discipline Committee, composed of parents and staff, meets and reviews the Discipline Policy and makes changes as needed. The policy is sent home to parents/guardians with a request that it be discussed with the child, and a sign-off sheet is returned to school prior to the end of the month. Parents'/guardians' input, suggestions, questions, or concerns are requested and welcomed. A Student Appeal Procedure is also included.

Our approach for a disciplined learning environment emphasizes positive expectations with the belief that our students will behave in an affirmative and responsible manner, and that they will customarily behave appropriately without the need for rigid disciplinary controls. Discipline referrals for administrative intervention are minimal. The behavioral categories used to determine suspension include physical attack by a student, fighting, classroom disruption, and theft. From 1993-98, our suspension rate has never exceeded 1% of the total school population, as reported quarterly by the DEA. Disaggregated by race, students are represented in all ethnic groups.

At Brooke Grove we adopt a Zero Tolerance for the possession, use or sale of drugs, including alcohol and tobacco. Students in grades three to five study the implications of alcohol and drug use as part of the health and safety curriculum. Fifth graders participate in the Drug Abuse Resistance Education (DARE) program with the MCPD and culminate with a graduation ceremony in which students pledge to be drug free. Parents attend this special ceremony. In addition, the entire student body makes a commitment to be drug free on Red Ribbon Day, an activity sponsored by the Character Education Unit of the MCPS. Our efforts to educate our students to make responsible choices and to be drug-free have been recognized. Over 85% of the parents feel that the school, "does a good job in teaching about drugs, alcohol and tobacco."

C. CHALLENGING STANDARDS AND CURRICULUM

C1. How does your curriculum serve the broad goals for student learning and development that the public generally expects education to achieve: personal and intellectual growth, citizenship, and preparation for work? What relative emphasis do you place on these goals in your curriculum?

Brooke Grove Elementary, as a part of the Montgomery County Public Schools, believes that a quality education is a fundamental right of every child. All children will receive the respect, encouragement and opportunities to build the knowledge, skills and attitudes to be successful, contributing members of a changing global society. Our goals for student achievement result in active, productive students.

Basic skills programs build a foundation ensuring success in acquiring all learning. We believe literacy extends beyond language and communication to science, technology, numeracy, and other academic areas. Our goal is for our students to be able to read and write in greater depth than in the past. Critical analysis and reflection are essential in producing citizens who are able to think, problem solve, and work cooperatively in the workplace.

In R/LA, basic skills are taught with direction from Maryland State Department of Education (MSDE) Outcomes for Reading/Language Arts. Students will demonstrate:

1. Positive attitudes towards reading, writing, listening, and speaking.

2. The ability to read, write, listen, and speak for a variety of purposes and audiences, in a variety of forms and situations.
3. The ability to use skills and strategies to construct, extend, and examine meaning.
4. Development of global understanding, interpretations, and critical and personal responses to written or spoken communication.
5. The ability to self-evaluate learning.

Personal and intellectual growth are fostered through grade-level language arts themes that address authentic situations. Basic skills are taught through strategy-based instruction across the grade levels within a literature-based curriculum in which students read and respond. In grades K-2, for example, students construct word walls, which highlight graphophonic patterns. After reading students find words that fit specific patterns, such as initial sounds, rhyming patterns, spelling patterns, and exceptions, which are posted on the wall and referenced when reading and writing. This is a fundamental component of an integrated cueing system, which uses letter-sound relationship, meaning, and language structure to build understanding while reading.

In addition to using word walls when planning for reading and writing, the upper grade students use skills and strategies, such as the K-W-L Organizer. In this strategy, students must evaluate what they think they know (K), what they want to know (W), and culminate by listing what they have learned (L). Students and teachers use the graphic organizer to direct instruction for basic inquiry in any subject.

"I Love to Read Week" guests have provided additional authentic situations to stimulate students' writing. Each year, this PTA-funded event includes visits by local authors and illustrators. These guests share the processes involved in writing and illustrating children's books. Some authors have presented writing workshops for teachers and students where they model the process. Last year, we were honored to have David Wisniewski, the 1997 Caldecott Award Winner, join our students.

At Brooke Grove, our school-wide math theme is Recognize Patterns-Make Connections. MCPS curriculum objectives are integrated with MSDE Outcomes and the National Council of Teachers of Mathematics (NCTM) Standards. The county ISM model provides pre-assessments for all basic skills, instructional models, and post-assessments. At all grade levels, students use manipulatives for visualization of patterns to acquire basic skills at the concrete level, and move to the abstract level using paper and pencil. Teachers in grades 3-5 have worked together to develop an across grade level approach to problem solving, nicknamed the IBM (Introduce, Build, Master) approach. Sequential rubrics and graphic organizers were constructed for use with students to develop problem-solving strategies. Students study math language through specific vocabulary activities and word walls and apply this terminology in their math journal writings and orally in explaining math processes. The expectation is that all students will be able to communicate mathematically.

Social Studies instruction develops an understanding of the social, economic, and political institutions that foster a democratic way of life. Students learn about the past and present from a variety of perspectives. The program begins with students' immediate surroundings and expands to more distant environments. In kindergarten, students explore the school community and its workers. First-grade students develop a sense of their place in society by studying basic needs of a community. The 2nd-grade students study the local area, visit businesses and interview workers about their careers. Our 3rd-grade students consider the community globally. Students study Maryland in 4th grade and expand their studies in 5th grade to include the United States. Our 4th graders present a county fair as a culminating activity. It represents weeks of research, correspondence through Internet and US mail, planning and construction of booths, and presentation to the school community. Career Day is held bi-annually, inviting diverse workers from the greater Olney area into the school to share their expertise. This event supports the social studies curriculum, K-5. At each level, students learn fundamental values of our society, democratic behavior, and similarities and differences among diverse cultural, ethnic, and racial groups. Through role-playing and simulations related to past and current events, students prepare to take their place in society.

Success in science is based on mastery of process skills. The process skills emphasized at all levels are: Asking Questions, Gathering Data, Making Sense of Data, and Communication. These allow students to integrate hands-on experimentation with the application of fundamental reading, writing, and math skills. Teachers are provided kits, which include all materials necessary for instruction. For example, our 3rd-grade students study Plant Growth and Development by making daily observations. Background information, in addition to reading expository selections, careful measurements and analysis of those data are used to determine and record and interpret changes in their simulated environment. Students apply process skills practiced in class to making real-world decisions.

To promote our school goal fostering respect and sensitivity toward classmates and community, we utilize the DeBug Program to teach students to effectively resolve interpersonal conflicts. This school-wide program has been in effect for four years. Each year, strategies are modeled, and students role-play age-appropriate situations promoting character development and ethical judgment in all students. The Martin Luther King Kindness and Justice Challenge has been presented by the SGA producing student pledges to perform "random acts of kindness" for each other at school and in the community. Curricular connections are made when students record the acts in writing, tabulate daily results, and orally communicate and evaluate the effect the act had on others.

In all curriculum areas, the strategy of cooperative learning promotes teamwork and problem solving. Students are afforded opportunities to work in groups of varying sizes appropriate for the curriculum objective, ranging from individual, pairs, teams, to whole group.

Technology is used as a tool to achieve our broad learning goals. Our computer lab is used to reinforce math, science, and social studies skills. It is also used for publishing student work. Our Media Center and classroom computers use the World Wide Web (WWW) for acquisition of global information.

C2. How is your school organized to provide for differing student academic needs within the school's goals, priorities and curriculum?

Brooke Grove organization provides for differing academic needs. Class placements are made through an articulation process involving the current and receiving teachers. The academic, emotional, and social needs of each child are considered. Each 3rd-, 4th-, and 5th-grade classroom consists of a cluster group of identified GT students, as well as a group in need of remediation. At some grade levels, speech students are clustered in order to provide speech therapy. In addition, a plug-in model is used for resource support. As a result, students are provided a consistent unfragmented program. The instructional groupings within the classroom are flexible and based on continuous assessment.

Students are pre-assessed in math and R/LA. The pre-assessment serves as one tool in planning for differentiated groups within the classroom. A direct instruction model is used for the students who show little or no knowledge in that particular skill. For students who demonstrate the capability and/or motivation to excel, teachers use curriculum compacting strategies, such as enriching and accelerating units in identical subject matter while other students are learning basic information. Cross-grade and cross-class groupings are instituted on both ends of the achievement spectrum. This occurs primarily in R/LA and math, where a child's needs for that particular subject are best met with academic peers.

In the Spring of 1998, 95 students in grades 1-5 were at least one-half to two years above grade level in math, as assessed by the MCPS ISM. Over 75 students participated in the William and Mary Language Arts Program in grades 3-5.

Students from the SBLC, Intensities 4 and 5, are mainstreamed for regular academic instruction at their grade level as well in the arts and media cluster. Students in regular education classes who are having difficulty demonstrating progress are reversed mainstreamed into special education classes for instruction by a special educator in reading and/or math.

C3. How do you ensure that diverse learners (for example, students with disabilities, gifted and talented students, students with limited English proficiency, migrant students, and students placed at risk) all have the opportunity to learn challenging content and achieve at high levels?

Brooke Grove is dedicated to developing student abilities to their greatest extent. For example, the school is currently instituting a diagnostic battery for students in grades K-2 to identify those who may benefit from nurturing their intellectual potential. This battery is based on the success of the Program of Assessment Diagnosis and Instruction (PADI). The nurturing strategies are intended to develop and promote the growth of a student's abilities to think, reason, and create using higher-order intellectual skills. This is especially critical for those students most at risk for having unrecognized abilities, including minority students and disadvantaged students. Specific behaviors that can serve as valuable clues to students' potential giftedness may be drawn out by this instruction.

GT students are cluster-grouped within the regular classroom (C2). Teachers preassess abilities within a given topic, and plan for flexible groupings. Teachers are required to complete a nine-week instructional planner that documents this grouping practice. These are reviewed monthly by the principal and members of the SIMT. For GT learners, the pace of instruction is more rapid, and the students go into greater depth. The school is piloting the MCPS Accelerated and Enriched Mathematics Program (AEMP), which will enable students to complete the K-8 math curriculum by the end of 5th grade. Cross-grade grouping is used for maximizing students' abilities. For example, a student who has demonstrated proficiency at 2nd grade level will move to an instructional group in a 3rd grade classroom. A weekly After-School Math Club is offered to 4th-grade GT students. These students have participated in Math Olympiad, Maryland Mathematics League, and Math and Logic Challenge contests. Students who display exceptional cognitive abilities can apply for admission to the Center Program for the Highly Gifted. This magnet program is designed for those few students who need a more intensive and accelerated program than is offered at the local school level. In the last five years, 18 of our students have been accepted.

The William and Mary Language Arts Program is now in its third year. This program is a framework for providing reading and writing instruction for highly-able learners. It includes activities in literature that ensure challenge for these learners. The program emphasizes the development of analytical responses to literature, persuasive writing skills, linguistic competency, listening/oral communication skills, and reasoning.

In 1997, a group of 15 teachers participated in a 16-week staff development course titled, "Teaching the Gifted in the Regular Classroom." This core group then disseminated the information to the rest of the staff. They modeled and fostered development of higher-order thinking skills within the classroom.

Brooke Grove holds an annual Gifted and Talented Parent Night dedicated to educating parents about identification procedures, the plans for instruction, instructional strategies, assessment tools for GT and highly-able students, and community enrichment opportunities. One hundred students and their families participated in the Family Math Nights. The program, taught by a 3rd grade teacher, was intended for 'math-phobic' students. This program reinforced skills taught in the classroom and provided real-world applications.

The staff is also committed to helping students who need assistance and support, in addition to curriculum provisions in the classroom. The Primary Math Club meets weekly to review basic skills. In 4th grade, students who need extra practice with basic facts and skills meet with 5th grade students at recess for peer mentoring. Brooke Grove students participate in the closed circuit televised Washington Post Spelling Bee. Last year's winner represented us at the state level.

Reading Recovery, an internationally recognized intervention program, was instituted last year. This program identifies 1st graders with few emergent literacy behaviors, and who find it hard to learn. The kindergarten and 1st-grade teachers identify students who are at risk for failing to learn how to read in 1st-grade. Those at risk students may include children with limited English proficiency as well as those receiving speech/language therapy. The identified students receive instruction from a trained Reading Recovery teacher for one half-hour, five days a week in a 1:1 setting. The goal of the program is to place students back into the classroom as independent readers and writers at or above the level of their peers. Last year five students reached the goal. This year the goal is to 'discontinue' at least eight students.

C4. Successful schools offer all students opportunities to be engaged with significant content. How does your school ensure that students achieve at high levels in the core subjects?

Brooke Grove Elementary strives to assure that students achieve at high levels in the core subject areas.

A. English/Language Arts: The program of study in R/LA is directed by the MSDE Outcomes (C1). BGES has identified increased reading achievement as measured on MAT7 and MSPAP, as an objective in the SIMP for the last three years. Last year, our MAT7 scores in grades 4 and 5 increased significantly. (H2)

Our goal this year is to have at least 75% of our 3rd, 4th, and 5th graders meet the CRT Math and MAT7 scale score standard of 650. Simultaneously, our goal is to have our 3rd and 5th graders' scores increase 15 percentage points toward attainment of MSPAP satisfactory and excellent standards. From reading sentences containing the Word Bird Word of the Week, to sharing weather station info, to e-mailing pen-pals in Malta and New Mexico, students daily incorporate literacy skills. The student day consists of a variety of activities employing literacy skills, such as recording scientific observations, reading and interpreting rules for playing a new game in PE or ending their day by having DEAR (Drop Everything and Read) time with their family.

In order for our students to meet the demands of county and state assessment programs, we have integrated the curriculum to provide opportunities for teachers to model, instruct directly, and guide students in the practice of reading a variety of texts and writing for a variety of purposes. Students in 4th grade, for example, read a number of fiction and expository texts about Maryland. They read selections about the Chesapeake Bay, including, Waterman's Boy, The Day They Left the Bay, and Chadwick the Crab. Contrasts are made among these books. They also study the scientific data about the status of the flora and fauna, collected on their field trip to the Bay. Students continue learning from their experiences in many ways, including, writing a picture or ABC book about the Bay, doing further research on an animal or plant, and planning, constructing, and writing the steps and rules for playing a game about the Bay.

We recognize that when our students are assessed, they are faced with more demanding reading and writing than in the past. We have infused reading and writing critically into the curriculum by providing students with prompts for addressing the purposes for writing and rubrics to ensure that students, teachers and parents understand the required outcome. Our students, staff, and parents have a clear understanding, that reading is the way into our assessment program and writing is the way out.

B. Mathematics: Our curriculum is guided by the MCPS ISM, an information gathering, recording, and reporting system. The county objectives are correlated with the MSDE Outcomes and the Standards developed by the NCTM. Content knowledge is pre-assessed and flexible groups are formed. Pacing of instruction is driven by student needs and abilities. Ongoing assessment allows teachers to plan for reteaching, enrichment, and acceleration. To enhance learning, a variety of Internet sites are accessed and used as a teaching tool.

A sequential, hands-on approach is used for instruction. Teachers use a variety of grouping strategies, such as whole group, cooperative groups, need-based groups, pairs and individual support. Performance assessments are given at the end of each unit to measure application of skills. These MSPAP-style testing prompts prepare students for authentic assessment measures. An instructional aide provides 45 minutes of extra support to every class each week. Tiered classwork and homework assignments allow for further differentiation as needed. Manipulatives are used extensively to help students make connections between the concrete and abstract. Programs in the computer lab are used for skill practice, such as Conquering Decimals, problem solving, such as Gertrude's Puzzles and integration with other curriculum areas such as Oregon Trail. Our commitment to helping students communicate mathematically results in early use of math vocabulary in speaking and writing about math topics. In upper grades, math journals are used for explaining processes, such as how to round numbers, and applying skills, such as planning a day at the amusement park with \$50.00 to spend.

Our school is now piloting the MCPS AEMP. This program is designed to provide a more challenging math program by compacting and integrating objectives. In 1994 to 1995, BGES staff participated in the Math Content Connections (MCC) courses funded by the National Science Foundation (NSF) and based on NCTM standards. Teachers developed, tested, and implemented lessons integrating math with other content areas. The media specialist worked with the teachers to gather literature for a math library that correlated with specific units.

C. Science: "Science is Alive," the MCPS slogan for science, is exemplified in our Brooke Grove program. Having undergone extensive revision in the past 10 years, the program delivers content by actively involving students in investigations to develop process skills. These skills (C1) provide continuity from one grade level to the next. Students at all levels participate at each grade level. Many students from our SBLC are mainstreamed because of the multi-sensory nature of our science instruction.

Using process skills to investigate constantly involves students in practicing and developing skills in reading to be informed, reading to perform a task, writing to inform, and both literal and inferential analytical skills. They are able to address alternative conceptions through hands-on investigations, which refine or extend their current background knowledge. Since the program emphasizes a hands-on approach, we decided not to purchase commercially-published texts. In the absence of a textbook, students use tradebooks, the Internet, and experts to satisfy their curiosity.

Brooke Grove uses countywide science units at each grade level. Three in-depth kits are provided yearly. Topics cover the categories of Earth, Physical, and Biological Sciences. We customize instruction with extension and enrichment activities for each unit. Assessment is authentic, directly relating to the instructional unit and focusing on MSPAP-style delivery.

The Maryland Science Center presents shows to excite and motivate the students to further investigate their world. *Science to Amaze and Intrigue* and *Arcs and Sparks* are two of the most recent shows. Speakers from the Connection Resource Bank share their expertise with students. Parents are invited to share their careers and expertise. Experts in the fields of panning for gold, earthquakes, and predicting the weather at sea have shared their time and knowledge with our students.

Formal and spontaneous field trips provide additional experience with their environment and reinforce grade-appropriate content while providing practice in the processes of science. The 1st graders have studied a neighborhood pond, 4th grade regularly visits the Chesapeake Bay, and 5th graders have participated in trips to the Building Museum.

Curriculum activities are supplemented using available community resources. We are a satellite weather station for Channel 9, WUSA. Third graders daily read and record information from the monitor and report to our student body during morning announcements. Fourth graders have participated in a bluebird-monitoring program run by the Maryland-National Capital Park and Planning Commission. Students in grade 5 were filmed by the Montgomery County Recycling Center as they reused discarded items to make crafts. Cultural Arts programs, such as Billy B's Romp in the Swamp, have been chosen to provide integrated arts and science presentations.

Science technology use is supported through the Internet. During a study of earth materials, students accessed the "Ask-a-Geologist" site to ask questions about volcanoes. Programs in our computer lab offer opportunities for simulations otherwise unavailable for study. Odell Lake is a simulated food chain program, while in Cleanwater Detectives students determine pollution sources through data collection.

D. Social Studies: Our program encourages students to make sense of the society in which we live. Learning promotes evaluation of events of the past, present, and future. Students find that our world is a combination of the actions and reactions of its citizens. Students in the school community model the larger society by practicing skills of both independence and interdependence. In doing so, diversity is recognized and accepted. The frame of reference grows as students progress through each grade. Beginning with the study of self, the focus gradually opens throughout the program to encompass the world beyond.

In addition to classroom learning supported by textbooks, tradebooks, and audio-visual media, field trips offer many opportunities for students to experience aspects of social studies first-hand. Teachers

access the "MCPS Social Studies Website" to plan for content-related field trips. Our 2nd graders study the Amish culture and then visit the area for a day. After their visit, students prepare an Amish feast in which each class cooks a part of the meal. Students presented their Amish A-B-C projects, made a slide show presentation and constructed a photo and report display.

Students focus on ethnic groups throughout the year based on the designated cultural awareness months. Bibliographies are prepared by the Media Center to aid in providing accurate information to students. Internet access also expands the amount of available information. Grade levels are assigned a month in which to create a total-school presentation in recognition of a particular cultural group. Fifth-graders produced a closed-circuit videotape presenting research on famous African-Americans. Fourth graders visited classrooms and shared their projects from their study of Native Americans. Third graders prepared videotapes celebrating Hispanic Heritage Month.

Our 3rd-grade curriculum is based on the comparative study of three distinct ethnic populations. Students study Japan, Mexico, and Ghana. Many hands-on activities are provided during these units. In a visit to the Capital Children's Museum, children made Mexican crafts and food. Japanese food was sampled on the trip to a Japanese restaurant. Foreign-language phrases are introduced during each unit.

Simulations fill the classrooms. Fourth-grade students, in the study of Maryland, relive the voyage of the Ark and the Dove by creating passports for admission to the boat. Famous Marylanders are researched and portrayed in a Wax Museum. On Maryland Day, a feast is held celebrating the food products of the state. Students plan the event, choosing menu items based on the food pyramid, incorporating nutrition into the activity. A culminating activity, the Counties Fair, is presented to students and parents in the school.

Our SGA provides opportunities for students to simulate the democratic process. After televised campaign speeches and elections to choose officers and representatives, issues are discussed and decisions are made by the SGA body. As a result of participating in this process, students see how they function productively as members of a group.

E. The Arts: Arts instruction at Brooke Grove encompasses the mainstream population as well as our sizeable special education population. All students at BGES have tremendous opportunities to realize their potential success in the arts through assessments related to team, as well as individual effort. Rubrics that measure work habits are used, as well as rubrics for individual projects.

Sharing the accomplishments of the Arts program is a high priority. Children see their artwork exhibited throughout the school, and they perform for school and public audiences regularly. Students have the opportunity to respond to music, art and movement aesthetically, emotionally, physically, and intellectually. Carefully sequenced curriculum in art, music, and physical education, as well as cultural arts assemblies, field trips, grants for the arts, and community involvement in sharing careers with students are all utilized to motivate students towards enriching their lives and setting high expectations for themselves through artistic achievement.

F. Foreign Languages (Optional)

The study of foreign language at BGES is not presented in a formalized setting, as MCPS does not provide staffing. We encourage students to participate in the Foreign Language in the Elementary School (FLES) program. Over the past two years, 8% of our student body has participated in FLES instruction. Spanish I, II, and III are offered for students in grades 2-5. Introductory French, Spanish, and Japanese phrases are presented as part of the 3rd-grade social studies curriculum, "Communities Around the World". Beginning Italian phrases are offered in one class at 4th grade. It is not unusual to see word charts displaying elementary vocabulary and numbers in a foreign language as the students study various cultures. Opportunities to learn foreign languages evolve when etymologies of key words are presented in language arts, reading, math and science. A 1st-grade parent is currently teaches Spanish terms corresponding to the social studies clothing and shelter units.

C5. What other content areas play essential roles in your school-wide curriculum goals?

Brooke Grove staff and students have dedicated many hours to encouraging and facilitating study skills. This domain spans the entire curriculum. With effective study skills, students are provided a solid

foundation for learning. One means of emphasizing study/organizational skills is to provide students with a variety of graphic organizers. This begins in kindergarten and continues through to 5th grade, providing consistency. Kindergartners use the Venn diagrams. Students in upper grades use T-charts to organize information into categories. Students are required to maintain an assignment book, and teachers model recording assignments each day. They discuss strategies for organizing materials and time necessary to complete assignments. Staff encourage accountability for all missed assignments, by maintaining home-school communication, with follow-up occurring in many ways. Fourth grade staff uses Lovenotes, a friendly reminder to both students and parents regarding missing assignments. Fifth grade teachers use a Missing Assignment Sheet, where students must explain why the assignment was missed and how they plan to submit it later. Brooke Grove "Good News Notes" have been initiated as a vehicle to recognize students showing improvement or excellence in classroom study habits. Notes are sent home to the parents through the US Mail. A Homework Club assisted students who needed additional support for their assignments. Brooke Grove worked with a local church, which provided tutoring for at-risk students. Students in the National Honor Society at Sherwood High School provided reading assistance weekly for selected students.

Technology education has been essential in providing students with an important life skill for the 21st Century. Education in the use of hardware and software begins in the primary grades where a MAC is provided in every classroom. Appropriate software is made available to the teachers to enhance all curriculum areas. In addition to the classroom computers, students regularly visit the computer lab where they engage in drill and practice, as well as writing and keyboarding skill activities. The Media Center Hub is used to introduce students, not only to the WWW, but also to individual CD ROM programs. Expectations for technology education are determined at each grade level by all staff, using the curriculum as the basis. SBLC classes have been equipped with touch screen PC's to better meet their student's needs. The Intellikeys board provides keyboarding capability to students with severe motor-skill impairments as well as visual impairments.

C6. What requirements must be satisfied before a student is promoted to the next grade or level of schooling?

Promotion at Brooke Grove is based on meeting county-provided age-appropriate standards. At all levels, teachers recommend promotion based on evidence of skill attainment. For example, students in grade 3 are expected to be on grade level as they move into the 4th grade. Students with special needs are assessed based on their Individualized Education Plan (IEP) goals and objectives and promotion is determined by the ARD committee. Retentions are discussed using the expertise of the EMT and input from a variety of sources. If retention is recommended, additional supports in areas of need are put in place for the coming year. Annual reviews are held for students in the SBLC. At these annual reviews, the ARD committee makes decisions regarding a child's promotion to the next grade level.

Eligibility for accelerated coursework in math is determined by a variety of factors. ISM data (6/98) identified 95 students performing at least $\frac{1}{2}$ to 2 years above grade level. Scores on the MAT7 are used at the beginning of the year to estimate a student's performance level. As a result of data analysis, math ability groups are formed to provide advanced instruction and enrichment opportunities.

Reading achievement is monitored continuously via running records after guided and independent reading and use of student portfolios. Achievement on Benchmark Performance Tasks in Reading determines eligibility for inclusion in accelerated instruction. Cumulative reading and writing proficiency scales are updated annually and are used as indicators for appropriate placement.

C7. What is the process for continuous curriculum renewal at your school? What questions about curriculum is your school currently addressing?

Curriculum renewal is initiated at the central office level and modified and expanded at the school level based upon assessment of student needs. Priorities are highlighted in the SIMP. The local school, based on the needs of its population, has the power to choose materials and methods to realize its instructional objectives. All teachers are encouraged to participate in the evaluation and selection of instructional materials. The SIMT solicits recommendations from the classroom teachers and specialists for

additions to our existing instructional materials collection. Program renewal is subsequently evidenced in the manner in which teachers use materials to immerse students in the curriculum.

The second goal in our SIMP is to increase student achievement as measured by multiple assessments. The introduction of MSPAP has served as a catalyst to energize and direct curriculum. These tests use short-answer questions and extended activities to determine if schools have met state standards of performance in core curriculum areas. Students in grades 3 and 5 take these yearly fifteen-hour assessments for one week in May. Since individual scores are not reported, we use the results to evaluate our competence as a school in these essential instructional areas. Three years ago, based on an analysis of data, we chose to focus on improving reading, writing, language usage, and mathematics. Programs and activities were implemented and regularly monitored. The results on 1997-98 Math CRT, MAT7, and MSPAP data are evidence of how successful analysis of data, implementation of specialized programs and activities, and on-going monitoring and evaluation. This year, the staff is focusing on analyzing MSPAP social studies and science data.

Students can be grouped based on MAT7 and CRT test scores, and materials are chosen and developed to meet their needs. County reports include longitudinal data to help estimate student and school progress, identify strengths and needs, and assess the effect of measures taken to improve performance over the years. Teacher specialists at the Central Office, assist staff in the implementation of our local school curriculum, by keeping us informed of changes as they develop and providing the information needed to purchase the newest materials. Innovative and research-based methods for the teaching of reading are emphasized. Current journals and materials are purchased and discussed by staff literature groups.

Suggestions are gathered from parent surveys to monitor and evaluate areas of curriculum concern. This information, in conjunction with current research, is used by our staff to implement curricular changes. The SIMT, made up of parents, administrators, teachers and supporting staff members, plan, evaluate and monitor all changes to curriculum delivery.

All teaching staff must meet stringent certification requirements required by the state. Staff is encouraged to participate in curriculum training opportunities to enable them to more effectively meet the students needs and fulfill their professional training plans. For example, last year, all kindergarten and 1st-grade teachers attended training sessions targeting early literacy training. This year, we will attend many sessions, including Reading to be Informed in Science, (RIS) Accelerated and Enriched Science (AESP), and AEMP. Due to overwhelming interest, our school offered a satellite location for Teaching the Gifted in the Regular Classroom and Teaching the Reading of Real-World Literature. Staff is invited to attend training opportunities offered by organizations at the cutting edge of education. Teachers gather and disseminate new ideas and educational research.

D. ACTIVE TEACHING AND LEARNING

D1. How are teaching practices and learning experiences in your school consistent with current knowledge about successful teaching and learning?

Current knowledge about successful teaching and learning includes pre-assessment, subsequent differentiation and grouping, modification of methods and materials and setting high expectations. As an example of setting high expectations, school mottoes and programs are geared towards achievement. Our school motto, "Soaring to Achieve Excellence," motivates students to be their best. Each classroom displays a poster of a soaring eagle reminding us to "Spread Your Wings and Soar to Great Heights." Our Read-to-Succeed program promotes excellence in reading as students set personal goals. Our principal 'soared to great heights', rewarding students for meeting their reading goals (1996-97) by flying an airplane over the school, pulling a banner announcing "Brooke Grove Reads to Succeed" to the community. Incentive programs provide extrinsic motivators e.g., a school sleepover, McDonald's coupons, Frederick Keys tickets, Pizza-Hut Book-It, and popcorn and movie parties, etc.

At BGES, instructional methods meet the learning styles and abilities of all students. For example, use of rubrics helps set parameters for achieving excellence in all subject areas. Students in 3rd grade have created a rubric for oral presentations, which is posted in front of the room. Grade 5 students have created

a rubric to evaluate their Structures projects in science. Grades 3-5 use pre-assessment to determine groupings for math objectives. This allows for movement within and across grade levels. Accommodations are made in scheduling so students can benefit from instruction at other grade levels.

A variety of instructional resources, including print, non-print, technological, and human resources help accomplish the goal of education. Our Media Center contains volumes of tradebooks and an extensive non-print collection available for use in the classroom. Locally networked computers provide access to the Internet, as well as drill-and-practice, simulation, and reference programs.

Instructional assistants are provided in the classroom and to assist smaller groups outside the classroom. This accommodates at-risk students who need more intensive support. Group size has also been modified to provide a smaller teacher-student ratio in the learning environment. To address needs of the highly-able learner, we have created math and reading groups which facilitate incorporating the AEMP and the William and Mary Language Program.

Attention is given to identifying student learning styles. The first spelling unit in the 4th-grade program allows children to analyze their learning styles. Students are presented with three sets of challenging words to learn for the week. Each set of 5 words is practiced using a different learning style: auditory, kinesthetic, or visual. When tested, students can evaluate which method provided them with the most words correct. For the rest of the year, students are encouraged to use their identified learning style in all activities, which involve acquiring new information.

In reading across the curriculum, we stress response in narration and exposition, focusing on global understanding, developing interpretation, personal response, and critical analysis. The math program is based on computation skills, and problem-solving techniques such as guess and check, work backwards, and using logical reasoning, allowing differentiation for all students. Through regular analysis of student performance on formal and informal assessments, learning needs are identified and accommodated (C7). Emphasis was placed on improving computation skills when upper-grade teachers noticed a need in the area of basic fact recall. Our new math incentive program is a direct outgrowth of this observed need.

In all areas, students are afforded hands-on experiences. The MCPS science units are based on using first-hand experiences to develop process skills (C4). In math, manipulatives are used in appropriate sub-units. For example, pattern blocks are used for geometry, base 10 blocks for numeration units, and tangrams for problem solving and geometry. Social Studies incorporates many teaching strategies (C4) reaching children who have a variety of learning needs.

D2. In what ways do your teaching practices support student-initiated learning?

At Brooke Grove, the responsibility for learning is shared between students and teachers. Projects are assigned to reinforce concepts presented in the various curriculum areas. Many of these projects are intended to be completed during in-school visits to the Media Center and classroom periods. Projects assigned for completion at home are generally accompanied by a rubric stating the expected outcome. In the beginning of the year, teachers model project evaluation using these rubrics. Students critically analyze and evaluate products in writing, math, science, social studies and the arts to identify essential components for success. These factors constitute the rubric and are used as the guideline for excellence.

Third-grade students participated in an interrelated multimedia arts program funded by Washington Post and Educational Foundations Grants. The project focused on the "Carnival of the Animals," a musical piece by Saint Saens. Students worked with the art, music, and physical education teachers in collaboration with their classroom teachers to produce this multimedia extravaganza. Groups of varying sizes worked within each of their classroom settings, coming together for their final production.

Students are given multiple opportunities to work in collaborative groups for a variety of purposes. In introducing a topic, students complete a KWL (C4) chart. The "W" section of the chart, stating what the children want to learn, drives the instruction and investigation, which helps vest students in the process and the product. For example, 5th grade students participated in a stock market project. After completing a KWL students were put into groups, given a certain amount of money and directed to research stocks they would be interested in purchasing. After purchasing their stocks, they converted fractions to decimals to

purchase/sell stocks, making graphs to track profit/loss. The culminating activity was to tally money and compare what was learned to their goals stated in the KW section of the chart.

First-grade students had the opportunity to join the Elementary Science Integration Project of the University of Maryland as they studied a neighborhood lake site to learn research methods and develop understanding of the scientific process. They made observations, hypothesized possible changes, and collected data to draw conclusions interpreting the natural changes occurring at the lake. The lake science classes combined math, science and reading skills.

D3. How are resources made available to teachers and students for gathering information and sharing the results of their efforts?

An abundance of learning resources is evident at Brooke Grove. Staff is kept informed of all new materials acquired. A variety of print and non-print resources are checked out for an extended period of time and brought to the classroom for use. The Media Center is utilized by the entire student body, is well-stocked with a 14,000-item collection of books, CD ROMS, kits, and professional items covers all curriculum areas, as well as student-based interest reading materials. Bibliographies are readily available upon request, listing materials in a given content area. All K-2 students are provided scheduled Media Center periods for literature sharing as well as technology introduction. Grades 3-5 use the Media Center based on curriculum content area need. Media skills are taught within the content areas. For example, 3rd graders learn to use the World Book Information Finder, an electronic encyclopedia, as they study the culture of Japan. Fifth grade students use the Hub as they investigate structures around the world. Fourth grade students access the Internet when studying famous Marylanders in Social Studies. For example, students may share reports in the classroom, develop a slide show using Kid Pix, or produce a video, which then can be shared using the closed circuit network. Students share the results of their research in a variety of ways. The Media Center displays students' work and operates as an Open Media Center, giving individual students opportunities for unscheduled visits for book exchange, research projects, and book reports. The Media Center is also open after school for student visits.

D4 What technology applications are you using? How do they relate to your curricular goals and how do they support teaching and learning?

Technology applications are used as a tool at Brooke Grove. All teachers are provided classroom Internet connection, enabling and all staff members the use of a system-wide e-mail tool as a means of communicating with administration and other teachers. Applications are available on each classroom computer, including word processing, database, and spreadsheet components. Writing and drawing tools are used for student productivity. Students have daily access to all multi-media resources available at the school. Training ensures that all staff is knowledgeable in the use of the Internet. Use of videotapes, CD ROMs, and local school network programs enrich instruction in writing, research, and problem solving.

While our applications collection is in place, we are continuing to upgrade and augment our technology hardware holdings. We have worked diligently over the years to acquire the hardware so that our school has 'Global Accessibility'. Through the efforts of our staff, members of the community, and the support of Maryland NetDay, we have wired our entire building to provide Internet access throughout the school, as well as access to local-school networked programs. In addition to classroom computers, students have access to the Research/Learning Hub in the Media Center, consisting of seven computers with CD ROM drives. These computers are used extensively for research, beginning with primary programs such as My First Incredible, Amazing Dictionary, advancing to World Book and Encarta on-line, as well as the WWW. One of the Hub computers has video-out capability and is used for whole-class instruction by connecting it to a large-screen monitor. We have received support for our technology efforts through local business partnership programs.

Our computer lab is equipped with 30 Apple IIGS computers and an abundance of software. This software provides drill-and-practice and simulation programs. Our drill-and-practice programs, such as Number Munchers, are primarily math, and provide the teachers with a highly motivational tool for math instruction. Simulation programs, such as Oregon Trail and Odell Lake, give students opportunities in

problem-solving. In Oregon Trail, students must make decisions to safely lead their group to Oregon. In addition, writing application programs are used extensively. Students visit the lab weekly, providing opportunities to match their learning style with an engaging method of program delivery, answering the age-old question, "How do I motivate children to learn?"

The introduction of educational technology has raised a myriad of questions for its use in the instructional program. Teachers require a wide range of training, depending on their comfort level with computers. In-service sessions have progressed from basic hardware skills to presentations on the use of the WWW in their classrooms. The levels of expertise available within our building provide us with a support network as we strive to make technology come alive in our classrooms. The Media Specialist serves as a resource, making suggestions as to appropriate software to support the curriculum, as well as keeping staff informed about current relevant Website.

E. PROFESSIONAL COMMUNITY

E1. What opportunities do teachers and other staff have to build professional community that enhance their collective capacity to work together to support student learning?

The professional stakeholders at Brooke Grove play an active role in learning, teaching, and working together to develop a community in which there is a sense of collective support for colleagues and responsibility for all children. Professional staff attend training classes so they can learn and implement new strategies, thus improving instruction. Information is shared in formal and informal settings. All staff members share the responsibility of serving on the SIMT, A Team, and various subcommittees. By decision making as a team, identifying problem areas, and approaches to remediation, we have a collective sense of accountability for student outcomes, taking ownership for achievement.

Our principal has consistently encouraged and recognized innovation in our instruction. Evidence of success, as shown by test scores, has been rewarded both with tangible and intangible rewards. Two years ago, grade levels received a specific amount of funding for each child meeting the standard on the CRT tests. Staff share, across grade levels, original open-ended assessments with accompanying rubrics at monthly staff meetings. Under the direction of administration, we have developed a school notebook of grade-specific and generic rubrics. Staff is self-directed and motivated and is able to function effectively as a community with limited supervision. Our PTA encourages teachers to try out new ideas by setting aside a \$3,500 Creative Enrichment Fund.

We consult professional publications to locate new practices to improve programs. Guided Reading was purchased for all K-2 teachers, who meet monthly to discuss chapters. Teachers have participated in grade-level study groups. Upper grades are using the text, Skillful Teacher as the focus of their study-group discussions. The combined efforts of self and group learning have resulted in development of performance and open-ended assessments, implementation of new and improved reading strategies, more consistent classroom use of the computer and Internet, and development of grade-level rubrics. As a result of our Teaching the Gifted in the Classroom in-service class, each staff member was provided a copy of Differentiation in Mixed Ability Classrooms by Tomlinson. This document supports the findings on gifted and talented education, published by the Association of Supervision and Curriculum Development. Monthly staff meetings and in-service days provide the opportunity to reflect on where we are and where we are going with our programming and its delivery.

E2. How does a coherent approach to professional development for teachers and other staff ensure their ability to implement effectively the school's curriculum, instructional strategies, and support system? How do organizational arrangements, such as time and teaching assignments, and school norms and culture, make professional development a priority?

Professional development is a key ingredient to the success of Brooke Grove students. Professional certification requirements exist, beginning at the state level. MSDE requires that all certified teachers submit a coherent plan every 5 years, include 6 semester hours of study or equivalent activities, such as teaching a course, supervising a student teacher, etc. This must reflect coursework appropriate for planned professional growth. The state has recently revised requirements for recertification to include credits in

special education, science content, and reading methodology. Coursework in these areas is mandatory, therefore MCPS has assumed the responsibility for offering in-service courses to support this initiative. Recent in-service offerings have included the MCC Course (C4), William and Mary Advanced Level Training (C4), AEMP, AESP, and RIS, and Meeting the Challenge of Difficult Children and ADD/ADHD Children. MCPS is committed to training and provides substitute time for teachers to attend. As our county demographics have changed, Human Relations personnel provide sensitivity training on ethnic and gender equity in workshop format. Pre-service school days must include sessions to address this need. The county offers courses to support its commitment to technology. System Integration Training Unit (SITU) provides in-depth training on successful technology and computer practices.

Our formalized school-training program is developed as an outgrowth of the SIMP. A subcommittee of the SIMT proposes a school-wide training plan, which is then shared with staff. Pre-service days allow staff sufficient preparation time to become familiar with revised or new curriculum and methodologies. Time is provided during those days to plan with grade-level teammates for the successful implementation of curriculum. Half-day in-service opportunities are part of the MCPS calendar and give the local school the ability to focus on particular school needs. Once the calendar of events has been planned, individual teachers are encouraged to add additional training activities to meet their specific needs related to student learning. For example, the 4th-grade math teacher participated in the state math conference to gain additional background and insight into differentiating math presentation, and a 2nd grade teacher attended a conference on gifted and talented students to gain additional skills in providing nurturing opportunities for underidentified populations. All regular education teachers in grades 2-5, media specialist, and reading teacher attend one or more of the multi-session workshops on RIS and share the information presented with their colleagues.

The principal, SBLC Coordinator, and a 2nd-grade teacher are participating in six days of formalized training focused on improving teacher observation and evaluation through developing a common vocabulary and better understanding of the learning and assessment process. The training is provided by staff from the Research for Better Teaching, Inc. Strategies for its implementation are shared monthly at staff meetings. Release time will be provided for teachers to meet and discuss what works, what doesn't, and how we can work together to assure success for every student.

Expertise of our local school professionals is used for training in specific content areas, mentoring of new teachers, and staff-led seminars. Staff participated in a half-day workshop, presented by the Science Liaison to help teachers develop questioning techniques directly relating to the Science Outcomes as prescribed by the NSF and measured on MSPAP. Our 4th and 5th grades departmentalize for instruction, to better meet needs of students and to capitalize on the strengths and staff. Veteran teachers are paired with beginners to offer support and help with planning and presenting curriculum.

The SIMT reviews the training plan at its quarterly meetings and makes modifications as appropriate. To assure continuity of training and programming, the special education teachers meet with their grade-level equivalents and within the SLBC unit.

E3. How does the school tailor professional development and support to take account of differences in career experience or professional responsibility?

The Brooke Grove professional development plan is tailored to provide for differing levels of expertise, experience, roles and responsibilities. New teachers in MCPS must meet stringent MSDE requirements, which includes satisfactory performance on the National Teacher Exam. To familiarize new teachers with specific MCPS content and instructional practices, a week of intensive training is provided prior to the opening of school. MCPS assigns mentors through the training office. In-school mentors provide expertise and guidance for new teachers in areas of daily routines, classroom management, content, materials, and strategies for communicating effectively with parents. (E2) Mentoring and peer coaching are built into the training program and all staff are encouraged to share their successes and disasters with colleagues. Grade-level teams form a buddy system with teachers new to their grade level or to the school. New staff members meet monthly with the principal to assess their progress, concerns, and needs.

Veteran staff are encouraged to be risk takers and look for new ways to extend their skills and expertise. Release time is provided to attend outside workshops, and participate in peer observations. Personal/professional objectives for the year are developed cooperatively with the administration and are related to the school's SIMP. A teacher in each grade level is designated team leader. It is his/her responsibility to attend the SIMT meetings and make suggestions on the team's behalf. The strengths of our experienced teachers are also shared through professional development activities. (E3)

Counselors, specialists, art, music, and physical education teachers are encouraged to attend conferences that will enhance their programs. The media specialist and reading teacher are active in their professional organizations and share information and ideas with staff related to special workshops and materials.

E4. How does your school use the processes and results of student assessment, staff evaluation, and school review to support professional growth? How has teacher professional development improved teaching and resulted in high student achievement and success?

Supervision and evaluation are seen as learning tools at Brooke Grove as teachers continuously strive for professional improvement. The current teacher-evaluation program focuses on 10 criteria for competency. New teachers are observed a minimum of four times, and participate in a formal evaluation twice a year for the first three years. Tenured teachers are observed two to three times annually and receive a formal evaluation every three years. Observations focus on evidence of attainment in areas identified in the individual Personal/Professional Objective (E2). Data gained annually from student assessments assist in evaluating a staff member's strengths or weaknesses in curriculum presentation. Recommendations for the focus of further teacher training are based on this analysis. Our principal and assistant principal regularly visit the classrooms and provide feedback on a formal and informal basis. These informal observations lead to valuable communication. Staff members are provided constant feedback on their professional performance, ranging from simple notes of accomplishment with gold sticky stars to nominations for local and national recognition. (H7)

Brooke Grove is involved in a pilot program to improve the teacher evaluation model and will be working closely with consultants from *Research for Better Schools, Inc.* (E1, E2) Observation information will be presented in an objective and data-driven manner designed to provide the teacher with clear and quantifiable evidence of teacher performance as shown in student learning.

Annually, the SIMT, consisting of administrators, professional and support staff, and community members, reviews the SIMP. During this review, recommendations are made regarding how well we are attaining the stated objectives and where we need to improve program delivery. An outgrowth of this review provides suggestions for possible staff development areas, and is an ongoing process.

A clear example of how the investment in professional development has improved teaching is our commitment to implementation of the strategies learned at MCC Training. (C4) Delivery of objectives evolved to include a more integrated approach to teaching and learning math. Students became more motivated to learn and increased their performance on CRT's. Over a three-year period, at grades 3-5, students raised scores on the MSPAP by an average of 15 percentage points. (H5) Professional development has improved teaching and resulted in high student achievement. (E1, E2, H4, H5)

F. EDUCATIONAL LEADERSHIP AND VITALITY

F1. How does leadership move your school toward its vision/mission? How is the instructional leadership role defined and implemented? How are resources aligned with goals?

The administrators of Brooke Grove believe in the active involvement of all stakeholders in the educational community. As a newly-assembled staff coming together from diverse assignments, the principal felt it was imperative to secure an energizing consultant to guide us as we developed our vision statement. The consultant assisted our principal as she moved the school toward creating our vision. (Part IV) Since its inception, the school has operated with a school management or school leadership team (SIMT). The principal serves as the facilitator and chair of SIMT. The SIMT discusses school issues such as dismissal procedures, monitors progress toward attainment of goals and objectives, and prepares supply

orders for the next year. Sub-committees, including additional staff members and community members, address specific concerns, for example; the Safety and Security Committee planned, evaluated, and made changes to the Bomb Evacuation Plan. Moving 650 students and staff in a timely, safe, efficient manner was a challenging task. The committee identifies resources needed to accomplish this lofty goal. Another example, the reading committee researched new reading and writing materials, made recommendations to the SIMT, who then prepared and processed the orders. A sub group of the SIMT, the SIMP, meets four times a year to analyze data, determine needs, formulate plans, monitor implementation, and review progress. An additional task of the SIMP committee is the development of the school-wide objectives.

Under the direction of the principal, grade-level teams meet weekly or monthly, depending on issues and concerns. Teams submit meeting notes detailing curriculum, programming, field trip plans, and general concerns. A section is provided to indicate issues needing administrative attention. Follow-up occurs in a timely fashion.

The principal celebrates successes with staff. For example, when the MAT7 and the Math CRT data arrived over the summer, she called staff to share the exciting news and congratulate them on their efforts at improving test scores. (H4, H5) She supports efforts to achieve these successes. She assumes the role of test facilitator and scheduler for the MAT7 and Math CRT, distributing materials, and securing accommodators. She implemented a new idea to motivate students during this testing by making 300 individualized "Student Passports" to help students monitor their efforts and attendance. Staff develop leadership skills by following her example, as she models strategies that she values and knows will contribute to the maintenance of the school vision. She serves as an advocate for students and staff, always searching for ways to engage the school community in "soaring to achieve excellence." (A1)

F2. How does the school engage its internal and external stakeholders in leadership and decision making? What is the relationship between the principal and stakeholders?

Brooke Grove encourages and supports active participation between and among all stakeholders. There is copious evidence to show that leadership works jointly with appropriate stakeholders to realize our vision. Professional and support staff, parents and administrators meet regularly as the SIMT. (F1) This vehicle provides a forum where new ideas and opinions are valued. Students' views are elicited by the administration in regular meetings with SGA officers and representatives. (B1) The principal maintains an open-door policy and communicates weekly with staff via the *Staff Bulletin*. Agendas are published announcing monthly staff meetings at which administrative items and educational issues are discussed. Newsletters, parent coffees, PTA meetings, and parent and community conferences provide the necessary link to the community. She has formed partnerships with local businesses within the community, which have benefited us by providing financial support for school programs. (D4)

As a resident of the local school community, the principal closely interacts with our stakeholders on a social level. Her availability to the community, both at school and home, makes her approachable 24 hours a day, seven days a week. Knowing the community expectations so intimately helps her as she guides us towards implementing the vision.

F3. What kind of participatory school improvement process operates at your school? How did your school prepare its Self-Assessment for the Blue Ribbon Schools Program and how did this initiative relate to other school improvement and planning efforts?

School improvement efforts at Brooke Grove are ongoing. (F1) Because Brooke Grove is only nine years old, many of our original staff have records detailing our activities and progress as we have striven to implement our vision. Our PTA, has chronicled our programs and achievements over the years. Both sources were referenced as we prepared the response to the Self-Assessment. We accessed data regularly gathered and analyzed by the SIMT. A sub-committee of the SIMT was formed to address each item in the Self-Assessment document. Each member of the committee was assigned particular sections based on their expertise, and collected additional input from their colleagues. The committee reconvened to share information. Members were amazed and excited by the changes and progress our school has achieved.

Effectively educating students in the core content areas is accomplished through a variety of instructional methods and materials. (C4, C5) As a result of constantly evaluating and adjusting the SIMP over the years, program delivery has undergone modification to correspond to identified needs. (F1) Staff participates continuously in professional development opportunities, thus curriculum is presented to our student body using cutting-edge methods, materials, and technology. (E4) Student performance has steadily improved, as noted in scores analyzed during annual SIMP evaluations. (H4, H5)

F4. How does your school leadership use the most current information about education to promote continuous improvement in your school? How does such evidence influence decision-making?

Continuous educational improvement is the key to success at Brooke Grove. The principal, as the co-chair of the Standards Committee for MCPS, is vested in the use of current information about education to promote improvement in our school. The Standards Committee develops the performance standards for the MAT7 and the Math CRT for the county and directs the assessment infrastructure.

The school's process for fostering growth and development focuses on continuous improvement of our instructional program. Implementation of guidelines and standards, following current trends, directs our educational planning. The recent adoption of the NCTM Curriculum and Evaluation Standards for School Mathematics, a document which provides a framework to guide reform in school math, contains a set of standards for mathematics curricula and for evaluating the quality of both the curriculum and student achievements. Our primary instructional staff is encouraged to embody the philosophies of the National Association for the Education of Young Children (NAEYC), using their guide, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*. This guide advocates that an early childhood program provides a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children. The recent revision of the science curriculum was based on national guidelines established in Project 2061: *Science for All Americans*, (1989) and *Benchmarks for Science Literacy* (1993) published by American Association for the Advancement of Science (AAAS). The National Science Education Standards (National Research Council, 1996) published after our curriculum was developed, supports our instructional program. (C4) The county's triple-pronged approach to technology infusion focuses on hardware, connectivity, and training. In 1995, our Media Center was converted to a MAC Circulation and Research/Learning Hub system.

The SIMT uses information from assessments and other data, such as the MCPS Parent and Student Satisfaction Survey, to make informed decisions regarding our school's goals, policies, and practices. For example, one area of concern last year was homework - type, quality, and quantity. One of the parents on the SIMT offered to prepare a parent survey, collect information, share data with staff, and chair a parent-staff committee. The committee is meeting, analyzing the data, reviewing current research, and proposing a pilot program to provide parents with a menu of opportunities for homework that will meet the needs of the students, staff, and parents.

Achievement and attendance data are used in measuring school performance. MSDE provides data gathered as a part of the MSPAP evaluation of effective schools. (H6, Attachment 1) Data relative to disciplinary actions is reflected in our suspension report provided by the DEA. (B4) Post-promotion performance data are provided each semester by the local middle and high schools.

The SIMT analyzes data provided by the MSPAP testing as proposals are made for curriculum delivery to our diverse population. (A1, C4) These data can demonstrate growth within a grade level, as well as longitudinal growth across grade levels, of students as they continue to benefit from the cumulative effects of the evolution of our instructional program. With effective study skills, students are provided with a solid foundation for learning. They become independent learners and take responsibility for their progress. (C5)

F5. As you look back over the last five years, what conditions or changes have contributed most to the overall success of your school?

Staff and parent commitment to quality education has contributed to Brooke Grove's overall development and success. Continuity in leadership and staff provides a strong foundation on which to

...and two Ethernet hubs, using the connectivity to provide evidence of technology integration in the curriculum; and develop and maintain a three year buying plan for technology purchases.

The following are examples of how we are achieving our benchmarks. Our Communications Lab enables students to create video productions and special class projects, which are then close-circuited throughout the building. Students used the lab as a vehicle for sharing multi-cultural presentations during various cultural awareness months. (C4) Our Lab provides an alternative mode of learning for students with disabilities. The Communication Lab, in conjunction with the PC hardware recently acquired in our Level 5 classrooms, allows the teachers to address the needs of the visual learner. You can see all the exciting things happening at our school by accessing Brooke Grove's Web page.

Technology training continues to be a high priority. To increase technological literacy of the staff we have provided the following: Tech Day, when staff attended Internet training at a neighboring school; two days of training each year occur focusing on the Internet, the use of First Class, our partnership with the DLC; use of scanner and Quick-Take camera; visiting professionals to assist teachers with integrating technology into their curriculum; and maintaining an on-going support system for training within the school. Recently parent/child-training sessions were offered in conjunction with Maryland NetDay

activities. The focus of the sessions was to introduce parents and children to a variety of age-appropriate CD-ROM programs, as well as the WWW.

As an example of our commitment to the integration of technology into the curriculum, we have formed a partnership with DLC. They have provided us with a consultant to show the staff many ways to incorporate technology, both computer and video, into their classroom. Using the Internet through the DLC site and videos, teachers can enrich instruction. As a result of our teacher-training efforts to use technology, a producer from Japanese Public Television (NHK), recently visited our school to videotape portions of a documentary called "Media and Education".

The use of technology has improved our management and effectiveness by allowing administrators to communicate via e-mail (First Class) with teachers for a variety of reasons, e.g. staff meeting agendas, high-lighting available training, training enrollment forms. It facilitates the collection and analysis of data, such as CRT results and test groups, and MSPAP information.

The problems we face are a lack of computers to create a MAC Lab and a need for additional training support. We have felt compelled to raise our own money to purchase classroom computers and the Hub and to provide our own classroom connectivity as we are not designated as a Global Access school by MCPS. F7. What do you consider the major educational challenges your school must face over the next five years, and how do you plan to address them?

Maintaining current levels of enthusiasm, dedication, resources, and overall student performance will be our greatest challenges during the next five years. We continue to ask more of teachers, as additional curricular expectations are coupled with the same amount of instructional time. We value the insights gained from staff participation in training and development sessions, however, it has come to our attention that teachers' frequent absences to attend those sessions may be impacting classroom instruction. More MCPS in-service days and pre-service days could help resolve this issue.

Another challenge is to reduce the disparity between scores of different ethnic groups, as seen when data are disaggregated (Attachment 6 & 9). Following an analysis of the data, we are utilizing tutors, small group instruction and parent support groups to assist us in closing the gap between African-American and White students. The EMT is closely monitoring progress and providing additional intervention as needed.

Meeting the diverse needs of our students continues to be a challenge. In our 5th grades, we have 30 students in each class and no instructional assistant. The teachers departmentalize and regroup students to maximize learning opportunities and time on task. The high ability math group has 32 students and is currently working on sixth and seventh grade objectives. As we accelerate the students in math, teachers must obtain additional training. For example, some students are ready for algebra. Traditionally algebra has not been taught in the elementary school; however, staff must learn content, obtain the materials and plan the lessons - while simultaneously teaching math curriculum covering grades 4-5.

Additionally, obtaining and managing changing technology will continue to be challenge, as well as assuring appropriate training and full integration of technology in the curriculum. Our technology benchmarks has driven our plans for future acquisition and training. (F6)

G. SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

G1. What are the goals and priorities of your school, family and community partnerships? How have your school, family and communities both improved as a result of these partnerships and how did you measure the improvements?

The goals and priorities of BGES have always been to provide students with the best opportunities for success. Our goal is to provide a positive, inviting environment for all involved. We recognize that to be successful we must have a 'complete puzzle'. Each individual represents a piece of the puzzle. To experience success in all areas of education we must continue sharing ideas.

Students in the 2nd and 3rd grade have participated in Project Share; an intergenerational program designed to bring together senior citizens and students. Seniors meet with students to share activities, conversation and refreshments. Students have visited the center, planted flowers for spring, and played basketball. Memory books help students remember their new friends and experiences.

The school as a whole has participated in meeting our community needs. We built a 'Circle of Love' around the inside perimeter of the school using canned and boxed foods. We collected toys, mittens, hats, and coats for distribution to needy families in our community. Concerned students were involved in a campaign to save a 200- year old white oak tree near the school. They contacted the governor to help save it. A Save-The-Tree campaign petitioned fellow students and community leaders to join the fight. Governor Parris Glendening responded to the students, and the tree was saved.

Community leaders have helped to bridge the financial gap between funding provided by MCPS and what is needed for our instructional program. Local businesses have invited staff to work in their establishments with a portion of the profits given to our school. The staff has worked at McDonald's, Jerry's Subs and Pizza, and the local movie theatre to support these efforts. Students enjoy these events, which help foster school and community partnerships. Reading incentive programs sponsored by local businesses have offered students free pizza or hamburgers for attaining their goals.

G2. How does your school involve families in their children's education?

Neither the time on the clock, nor the walls of the school limit the involvement of the community in our school programs. The evening Family Math Program was implemented last year to empower parents to help students improve in mathematics. Over 100 families received tools, ideas and training experience to help children learn mathematics at home. They also received hands-on training to understand the use of rubrics, problem solving prototypes, and strategies to assist their children.

Actively involving parents helps children achieve success. Grade 3-5 parents are invited to attend meetings to receive training and information about the assessment program, such as the types of assessment activities, and how to support children in preparation for and during testing. Assessment results were significantly improved. Approximately 45 parents served breakfast and snacks for students.

We have sponsored International Nights to showcase our diversity featuring potluck dinner, crafts, entertainment, games, and dances, representing different ethnic backgrounds in our school. The writing procedure is emphasized as student's work to prepare cookbooks and reports on the countries that are represented. The goal of the evening is to show that while we are from different backgrounds, we work together as a school family, and appreciate our diversity while we celebrate our sameness.

As a means of ensuring effective communication, we implemented a voice-mail system, making direct communication easier and more efficient. A message board highlighting school happenings ensures availability of important information at any time. Attendance is efficiently monitored because parents can advise the school of an absence. *The Eagle's Nest*, *Principal's Newsletter*, calendar of school events, Open House, Back-to-School Night, and Kindergarten Orientation also enhance home-school communication.

Assignment books and the Weekly Wednesday Folder both establish effective communication and facilitate learning. This system provides information to parents, and is a means to receive their communicated concerns, and suggestions. Weekly folders include information and updates about the school, homework and expectations for classroom and school activities. Parents return the folders the following day. The folders are used throughout the year and serve as a vehicle for regular communication. Assignment books are used daily to help students organize their homework and facilitate learning at home. Parents are aware of daily assignments, and prepared to assist with short-term and long-range projects.

Our local community newspaper is notified of events and invited to attend. Business leaders not only help to provide monetary rewards; they often invite us to attend events they are sponsoring, to further build on our community relationship. Brooke Grove is indeed, a community family.

At BGES, we seek and elicit volunteer support for school and student needs. (B1) The PTA Volunteer Committee vigorously works with staff to recruit, coordinate, and organize volunteers. Their presence is prominent each day at school. They run copy machines, work in the Media Center, Main Office, and Health Room and assist in classrooms. Staff train parents on writing procedures, reading programs, the math curriculum, and testing data. Helping with Career Day, Apple Dapple Day, Kindergarten Orientation, and tutoring, are just a few ways they make a difference at BGES. Recruitment efforts are expanded to include senior volunteers, mentors and teacher aides. High-school interns work in the classrooms. (B2)

Part of the educational process includes parental involvement in decision making. Satisfaction surveys are distributed to all stakeholders. (B1) Data provides information for study and use in making decisions. A parent representative on the SIMT created and distributed a homework survey as an outgrowth of a focus group. The results were shared with staff, PTA, and community leaders at the SIMP meeting in September. Survey information is being reviewed and considered at all levels of decision-making and recommendations will be forthcoming.

PTA meetings are structured to create a forum for parents and staff to discuss issues and shared concerns. Parents and interested citizens are able to express their opinions on issues and are given the vehicle to facilitate changes where needed. The administration and a staff member attend all meetings.

G3. How does the school support the needs and concerns of families?

Integrated health and social services are readily available and easily contacted by any staff member, parent, or student. Health concerns and related support for medical or dental services are coordinated by our public health nurse and school health technician. Issues related to a child's social, environmental, educational or emotional conditions are referred to the EMT, ARD or administration. Our school psychologist and pupil personnel worker are key contacts with outside agencies and can provide a menu of community resources to parents and interested parties. Staff are trained in a variety of health areas, including health identification issues, needed or required interventions, and emergency health procedures. Parents are regularly called and advised of any health concern or referral to the Health Room. The nurse assists parents in arranging for immunizations, glasses, medications, and medical/mental healthcare.

Systematic Training for Effective Parenting (STEP) programs have been offered. Parents learned techniques for acquiring a greater understanding of their child's behavior, as well as approaches to develop positive interactions and desirable behavior. (A2)

Opportunities are available to interested parents and students before and after school. Before school FLES (C4) is offered. After-school sessions operate for Math Club, Mad Science, and Hands-On-Art. These activities enrich and support learning at BGES. (A4)

BGES participates in the county-sponsored breakfast and lunch program. Teachers and staff carefully check to ensure that students are not hungry and arrive at school ready to learn.

A formal conference is held between parent(s) and teacher for each student in November. Conferences are encouraged throughout the year. Communication on a regular basis ensures continuous and open communication. PTA meetings, special programs, training or informational meetings are published in advance in the PTA and Principal's newsletters, calendars, and notices placed in Wednesday folders.

G4. How are educational resources in the school and the community used to extend learning opportunities for students, teachers, and families?

Community resources are sought to enhance learning for children. On the first day of school, the ABC radio affiliate WMAL broadcast live from the main lobby of BGES. In anticipation of this event, students prepared questions for the show's co-hosts to answer related to curricular topics. Several students and teachers were able to query and evaluate the hosts on live radio from 6-9 am.

We continue to reach out to our community to expand our educational base knowledge. Staff from the DLC conducted workshops providing technology training for parents and teachers. This year's NetDay featured a parent/child workshop held to explore how the computer Hub and Internet work. (F6)

What began as a butterfly garden in the courtyard has since become friendship garden and ecological learning environment. Montgomery General Hospital, the local Boy Scout troop, and a community business leader have all worked to maintain and improve the courtyard.

The classroom has changed dramatically in recent years and helping engage families in these changes is one way for us to help. Parents and community leaders participate in our Career Day. Careers are showcased as students learn about the many professional opportunities. On Guest Reader Day, members of the community and school board are invited to read their favorite books. Visiting authors and illustrators discuss their books as a highlight of our PTA funded I Love To Read Week. (C1, F5)

BGES is utilized during the day, evenings, and on weekends by a variety of groups, including various civic, religious, community agencies. In addition, many classrooms house after-school programs and scouting groups. Scheduling and coordinating the use of our school facilities is a full-time endeavor and is managed by the Inter-County Coordinating Board. Our playground and gym are used extensively for youth athletic activities and league play and practice. Year-round programs include summer recreation activities, special and regular education summer school

H. INDICATORS OF SUCCESS

H1. What is your school's overall approach to assessment? How do your methods align with your educational vision/mission and curriculum? What questions about assessment is your school currently addressing?

BGES uses a multifaceted approach to assessment. We believe that all students can learn, have the right to learn, and that given a systematic approach to learning, including assessment as a key component, all students will learn. We also believe that this approach to assessment helps us determine the best learning modalities for students and yields a more accurate picture of student strengths and weaknesses.

Assessment is built into all aspects of the curriculum, including the arts. A variety of assessment strategies are used to provide information on how the school as a whole is functioning, how individual students are performing, and whether changes or modifications are needed to the instructional program. These assessments include the Metropolitan Achievement Test 7 (MAT7) in grades 3 through 5, reading and mathematics criterion-referenced tests in grades 3 through 5, and state-mandated performance tests (Maryland State Performance Assessment Program) in reading, writing, language usage, mathematics, science, and social studies in grades 3 and 5. Classroom teachers make use of portfolios containing samples of students' print and non-print work, selected products, and pre- and post-assessments. In our reading/language arts curriculum, student performance is assessed using teacher observations of guided reading, running records, integrated performance assessments, rubrics, and others. Our mathematics curriculum, Instructional System in Mathematics (ISM) has built-in assessments that provide monthly performance profiles for each student on which skills they have mastered. In addition, teachers use mathematics open ended and performance assessments to measure a student's ability to communicate what they know and how they know it. In art, music, and physical education, teachers provide unit and task-specific rubrics and assess through class participation and written open-ended assessments. The distribution of student grades in each subject area is analyzed, as are any changes from marking period to marking period. In addition, standardized individual assessments (Woodcock/WJR) and monthly math profiles are used with our special education students who receive Intensity 4 and 5 services. (A1)

BGES's approach to assessment is consistent with its vision. By using a variety of measures, we acknowledge that not everyone learns in the same way or at the same pace. Staff continuously investigates ways to improve our assessment of student learning and our ability to understand test performance. Teachers, as learners, continue to seek new and divergent ways to assess students. Through focus and study groups, they strive to expand and maintain knowledge of changing assessment strategies and materials.

Staff currently is focusing on questions related to student performance on open-ended and performance assessments and how to align expectations of attainment on these assessments with curriculum objectives and instructional strategies. Additionally, staff are investigating the effective use of pre- and post-assessments in conjunction with compacting and other instructional strategies that will enable the highly-able and gifted students to progress at an accelerated pace. Concurrently the staff utilizes additional strategies to address closing the gap in achievement between white and African-American students. (F7)

H2. How do you use assessment results to understand and improve student and school performance? How do data influence decision-making?

Understanding, analyzing, and utilizing assessment data is key in improving student and school performance. Results of the assessments listed in the previous section are reviewed regularly by administrators, teachers, A Team, SIMT, and community members. These data influence decision-making in the following areas: identifying student strengths and weaknesses, grouping students for instruction,

modifying instructional practices, initiating new programs to meet student needs, and developing Brooke Grove's SIMP.

Test domains on the MAT7 and the mathematics CRT's are analyzed to identify student strengths and weaknesses in those areas. (Attachment 1) For example, based on the results of these analyses, the 4th and 5th grade teachers determine initial instructional groups and target small groups of students for short-term, pullout instruction. Through pre-assessments and reassessments, students are regrouped according to needs. These assessment data also provide essential information for teachers as they analyze, adapt, and change their instructional practices.

Our A Team, which consists of parents, teachers, and administrators meets monthly to review data and make recommendations for instructional initiatives that lead to improved student performance. Four years ago, the A Team's examination of MSPAP reading data prompted concerns with our instructional program in reading/language arts. The staff divided into teams and began the process of analyzing Maryland State Learning Outcomes, student performance data, and the instructional program. They decided that we needed a more uniform reading and writing program with high expectations for students and parents. We volunteered to pilot a primary reading approach that emphasized running records, guided reading, word walls, and more. Intermediate grades focused on improving the breadth and depth of reading genre, implementing the William and Mary Reading/Language Arts Program, and strengthening writing and language usage components in all content areas. Small groups of students worked with the reading and resource teachers on specific areas of need as indicated by the assessment data. This year, staff decided to initiate grade level performance assessments every nine weeks to identify areas of need and to target those students in need of short-term additional support. The progress has been painfully slow, but our students performance on the MSPAP tests have confirmed that we are on the right course (refer to section H5 for a discussion of these test results).

Based on analysis of assessment results over the past three years, the A Team recommended evening parent workshops on reading, writing, assessment, how parents can help their children at home and a required summer reading and writing program, Read to Succeed. This year staff implemented a math incentive program, The Key to Success Is Knowing Your Basic Facts, that was recommended by the A Team after it examined test results on the mathematics CRT's, MSPAP, monthly ISM profiles, and data from performance and open-ended assessments.

Every June, the SIMT meets to review and analyze MSPAP, Mathematics CRT, MAT7, and other school-based data (e.g., ISM objectives mastered, teacher created assessments) to identify major objectives for the upcoming school year, by comparing student and school progress to Maryland State Learning Outcomes. The team reconvenes periodically to review data as it becomes available and make curriculum delivery adjustments. This data-analysis process ensures that we are continuously reevaluating and, if necessary, modifying our school objectives based on the most recent data available to us. (C7)

H3. What assessment data are communicated to students, parents, and the community? What is the purpose of these communications? How does the school ensure that these stakeholders understand the standards for judgement and the meaning of the data?

Communicating the meaning and importance of assessments and the resulting data is vital to the success of the school. MCPS sends a brochure to all parents that briefly describes tests administered in the school system that are required by the MSDE and by the school system. This brochure also provides a time schedule for administration of the tests.

Additional efforts are taken by the staff to ensure that parents are informed of the importance of these tests and how to help their child perform well. For example, when the Maryland State-Testing program first started, our parents did not understand its full importance or implications. We found that family vacations or doctor/dentist appointments frequently were scheduled during the testing period. A three-year plan for informing our students and community about the assessment infrastructure was developed as a result of our findings. Year 1-Information about the tests was included in principal, teacher and PTA newsletters; Year 2-Year 1 activities plus a parent presentation, "Night of Assessments," was conducted in

which parents worked on publicly-released test tasks and analyzed test data; parents also were given an open-ended assessment packet as homework; and a student motivation program was begun (e.g., pep rally, individual student passports); Year 3-All of the above, except "Night of Assessments" will be held over two evening, one to involve parents in working on assessments and one on interpreting data. (G2)

In January, the MSDE issues a "report card" for each Maryland school, containing school-performance information related to meeting state standards in each subject area on the MSPAP (Attachment 2). This information is sent to parents with a letter from the principal. PTA meetings provide opportunities for the principal and teachers to discuss the test results with parents and answer questions. This also is an opportunity to discuss with parents the purpose of, and research on assessment.

In the fall, parents receive the results of their child's performance on the MCPS Math CRT and MAT7. These results are accompanied by a letter from the superintendent and are presented graphically as a thermometer. Information shows how the child performed relative to the MCPS standard and the local school, as well as the student's past performance on the test.

In addition to communicating the results of these more formal tests, Brooke Grove schedules parent conferences to provide parents and teachers an opportunity to review a child's portfolio, discuss assessment data, and outline how the assessment information is used to provide appropriate instruction. (G3) Parents also are encouraged to schedule conferences whenever they have questions about their child's performance. Report cards are issued four times a year; grades are reported along with narrative information about a child's progress.

Furthermore, student performance ISM is shared with parents twice a year with bar graphs to indicate the mathematics objectives the student has mastered and quarterly profile indicating progress in specific mathematics skill areas is sent by the school with the child's report card. These data help the staff and parents determine each student's rate of progress, and whether acceleration or remediation is needed.

H4. What standardized tests (norm-referenced) developed on the national, state, or district level has your school given in the last five years? What are the results for the last five years?

The standardized (norm-referenced) assessment administered in May in MCPS is the Metropolitan Achievement Test, 7th Edition (MAT7). The test was administered to Brooke Grove students in grade three through five. Attachment 3 provides information on the test, the groups that were excluded from the test, and the reasons that they were excluded. For each grade level from 1993-94 through 1997-98, the following information is reported: the number and percentage of students tested, the number and percentage of students who were excluded, mean scale scores, and standard deviations. The data also shows that in 1997-98 between 3.1 and 5.3 percent of the students were excluded from testing in grades 3-5. The percentage excluded has been reduced during the five-year period. These students participate in all aspects of the testing program, however, their accommodations, as specified on IEP's or 504 Plans, invalidate the test scores. For example, if a student receives untimed tests as an accommodation, his/her score is invalidated on the MAT7.

In all grade levels, the mean scale score increased from 1993-94 to 1997-98. Attachment 4 shows that in grades 4 and 5, scale scores increased more than twice the 1993-94 standard deviation. Additionally, when the mean scale scores obtained in the 1997-98 administration of the test are compared to national norms, the 3rd grade mean scale score is equivalent to the 77 percentile, the 4th grade's is equivalent to the 91 percentile and the 5th grade's is greater than the 91 percentile.

Within MCPS, school performance is evaluated by looking at the percentage of students who meet the school system's set proficiency standard. Students who earn a scale score of 650 meet this standard. To meet the set standard for each school, the school must have 75 percent of its students at a given grade level meeting the student proficiency standard. Attachment 5 illustrates these data in a bar chart which shows strong improvement in the percentage of students meeting the proficiency standard from 1993-94 to 1997-98, particularly in grades 4 and 5 where 91 and 90 percent of the students met the proficiency standard, respectively. This progress is attributed to the implementation of an early literacy program in grades K-3 and revised methods and materials used in grades 3-5. (H2)

Attachment 6 provides disaggregated ethnic and gender data from 1994-1998. Minority groups do not comprise 15% or more of our student body; however, we are deeply concerned about the disparity in achievement between White and African-American students. (C3) This concern is being addressed through mentoring and parenting groups and is monitored by the EMT. (F4) An analysis of the gender data reveals that while progress is unequal at 3rd grade, males catch-up at 4th grade. We will continue to closely monitor both ethnic and gender data.

H5. What nonstandardized (criterion-referenced) or alternative assessments of student performance do you use? What are the results for the last five years?

Brooke Grove staff uses a variety of nonstandardized and alternative assessments to measure individual and group performance. These include a Math CRT, used in grades 3 through 5 throughout our school system, and the MSPAP, a collection of performance tests, used in grades 3 and 5 throughout Maryland. In addition to these tests, Brooke Grove uses a wide variety of non-standardized and alternative assessments that vary from classroom to classroom and from grade level to grade level. Historical data is available on the first two tests mentioned above. The other assessments, which will be discussed briefly later, typically are not carried over from year to year and, in many instances, may be unique to a classroom or grade level.

Mathematics Criterion-Referenced Test. Attachment 7 illustrates these results from 1995-96 through 1997-98 for grade 3, 4, and 5 on the Math CRT. Data on this test are available for only three years because in 1995-96, the standards for the test were reset (i.e., set higher for grades 3, 4, and 5) and an open-ended component was added to the test. As can be seen at all grade levels for all test components (multiple choice, open-ended, and combined scores), the percentage of students meeting the proficiency standard increased from 1995-96 to 1997-98. These increases were particularly dramatic in grade 4 on all test components. Brooke Grove met the school system standard at 4th grade and is approaching it at 5th grade on the combined scores. The introduction of the open-ended component of this test has called to our attention the need to incorporate these types of tasks into our instructional practices, particularly at the 3rd grade.

Attachment 8 shows that for all test components at all grade levels, Brooke Grove had a higher percentage of students meeting the school system's standard than the school system as a whole.

Attachment 9 shows disaggregated data by ethnic and gender groups. We are encouraged by the progress at 3rd grade in closing the gap between White and African-American students; however, we are addressing the gap at 4th and 5th grades through small tutorial groups. Through continuing mentoring efforts, females are closing the achievement gap at 4th and 5th grade.

MSPAP. As mentioned previously, MSPAP consists of performance tests in reading, writing, language usage, mathematics, science and social studies. The MSDE set standards for schools on these tests based on the percentage of students who attained certain set scores. Schools meet the state *satisfactory* level when 70 percent of their students score a 1, 2, or 3 on the performance tasks; schools meet the state *excellent* standard when 25 percent of their students score a 1 or 2 on the performance tasks. Attachments 10-15 chart the percentage of students meeting these standards in grades 3 and 5 for reading, writing, language usage, mathematics, science and social studies. In all subject areas a greater percentage of students met the *satisfactory* standard in 1997-98 than met the standard in 1993-94. This also was true for the percentage of students meeting the *excellent* standard, with the exception of 5th grade students on the language usage test where the percentage of students meeting the *excellent* standard on this test was comparable to the percentage meeting the excellent standard in 1993-94.

Compared to county- and state-wide results, Brooke Grove has larger percentages of students meeting the state satisfactory standards than either the county or state percentages in reading, writing, mathematics, and science at 3rd grade and in reading and mathematics at 5th grade. We also have larger percentages of students meeting the satisfactory standard than the statewide percentages in language usage and social studies. Additionally, we have larger percentages of students meeting the excellent standard in reading,

mathematics, and social studies at 5th grade than both the countywide and the statewide percentages. Our percentages of students meeting the excellent standard exceed the state's percentages in reading, writing, language usage, mathematics, and science at 3rd grade and in all subjects at 5th grade. (Attachment 16)

Assessments Unique to a Classroom or Grade Level. Teachers combine measures to monitor short- and long- term progress toward individual student attainment of objectives. These measures include:

Portfolio: In all grades, samples of student work are maintained in a portfolio, which is reviewed periodically with the students and parents/guardians; the portfolio is given to the next year's teacher. Upon leaving the school, or promotion, the portfolio is given to the child; **Reading Assessments:** In the primary grades, student performance in reading is measured by running records; teacher observations, and informal reading inventory assessments given two to three times a year; **Open-ended Assessments and Performance Assessments:** In grades 2-5, grade-level performance assessments are given quarterly to determine strengths and areas of need. Grade-level rubrics are used to determine scores in content and language usage. Open-ended authentic assessments are provided at all grade levels; **Math:** ISM assessments are given to test mastery of objectives in all domains. (In math, teachers use monthly student profiles which detail student achievement and progress in specific categories, i.e. addition, subtraction, multiplication, problem solving, etc.) Quarterly summaries are sent to parents with the report cards. In grades 3-5 a criterion-referenced test is given to students in grades 3,4, and 5. **Science:** Performance and open-ended assessments are used with the county provided science units. Post-performance assessments, closely resembling MSPAP tasks are also being used this year, and **Teacher-made assessments:** Pencil and non-pencil, are used to determine individual and group progress.

H6. What was your school's record for the past five years in the following areas that may serve as quantitative indicators of school climate and engagement?

	97-98	96-97	95-96	94-95	93-94
Daily Student Attendance	95%	95%	95%	95%	95%
Daily Teacher Attendance	94%	96%	96%	95%	95%
Teacher Turnover Rate	7%	16%*	8%	8%	4%

BGES has consistently maintained high student and staff attendance rates, which contribute to positive school climate, and maximizes engagement as indicated by finding on the MCPS Parent and Student Satisfaction Survey (B1). When a teacher is on maternity leave, efforts are made to secure a "perfect" substitute teacher who will meet the needs of the students in that class. Our expectations are very high for staff and students' performance. *Boundary change resulted in reassignment of 200 students and 6 staff.

H7. Which awards received by your school, staff, or students are most indicative of school success?

The staff and students at Brooke Grove have received local and national recognition for their dedication and hard work. The following examples are shared to illustrate the high caliber of staff and students at Brooke Grove Elementary School:

Estelle Moore 1991 Teacher of the Year, *Washington Post*
 Allene Brown 1993 Marian Greenblatt Excellence in Teaching Award
 Jeanne Reardon 1994 Presidential Award for Excellence in Science and Mathematics Teaching
 Sharyn Tolkach 1995 Gifted and Talented Teacher of the Year, MCPS
 Tyler Laurie 1998 Outstanding Student Award, MCPS
 Robert Seubert 1998 Outstanding First Year Teacher Award, MCPS

1997 & 98 Eileen Curry, Music teacher; Terry Salke, PE teacher; and Michael Carsonc, Art teacher received two grant proposals to produce a interrelated multimedia performance; Lynne Quest, SBLC Coordinator, selected for, Who's Who Among America's Teachers, 1998 Edition. In addition to individual awards and nominations cited above, a large number of Brooke Grove students are recognized yearly for their efforts and achievements through the *African-American Awards for Excellence Program*; *President's Education Awards Program for Outstanding Academic Achievement and Improvement*; the *Presidential Fitness Award*; and participation in the Montgomery County Honors Chorus.

PART VI - SPECIAL HONORS CANDIDATE: ARTS EDUCATION

Curriculum and Instruction

The National Standards, the MSDE, and the MCPS Program of Studies guide the elementary art, music and physical education programs at Brooke Grove. We feel that the arts are an important content area for instruction in and of themselves, and that they serve to facilitate high levels of critical thinking in other curriculum areas by their inclusion. Teaching children the importance of aesthetics in their lives also teaches them to analyze, organize, and render judgements based on pre-determined criteria. Teaching children about diverse cultural contributions to the arts helps them to understand their own cultural backgrounds and that their culture is constantly redefining itself towards a global culture. From Kindergarten through 5th grade, students have opportunities to develop positive values through the arts and respond intellectually, aesthetically, physically, and imaginatively within arts experiences. These goals are realized through the carefully sequenced curriculums, cultural arts assemblies, field trips, and grants for the arts, performances and exhibits.

The visual arts program at Brooke Grove Elementary School is multicultural in approach. Students observe and discuss the iconography and lifestyles of cultures from various time periods and from around the globe. They learn that very often the images of a particular group of peoples have distinguishing similarities that are related to their lifestyles and beliefs, and that the concepts of artistic individuality are more contemporary. Each lesson is crafted to introduce a culture, an artist, or a school of art; every lesson includes adequate time to produce or create a work of art; each lesson involves critical analysis; and many lessons involve a discussion of aesthetics. Within this template, the elements of art and principles of design are continually referred to and utilized.

Media and process include painting, sculpture, printmaking, drawing, commercial art, collage, design, textile arts, architecture, crafts, puppetry, and performance. Techniques within the media are also explored. Most art lessons provide background for other areas of the curriculum at a particular grade level and incorporate skills and knowledge acquired from math, science, social studies and language arts. Students increase their vocabulary with the study of art terms through written, oral, and experiential means. Research on the Internet is encouraged and a book of images and descriptions of artists collected from the Internet is kept as a classroom resource. Exhibits throughout the school are accompanied with a description of what was explored in the art lesson, and this description accompanies each piece of artwork home. This provides the child with an opportunity to become a teacher within their family, sharing information about the arts of the world with the community beyond the school.

The general music program at Brooke Grove is developed through singing. Starting in kindergarten, children are taught that their singing voices are very special musical instruments and that singing is a learned behavior; it is not a gift bestowed upon a talented few. Children are taught how to sing and every lesson includes strategies for vocal development. Children sing folk songs and singing games of the American culture, music of master composers, and folk songs, and singing games of international cultures.

In addition to singing, musical skills and concepts are developed by listening, playing instruments, movement, reading and writing musical notation, creating and exploring, making interdisciplinary connections and evaluating their own performances. Evening performances are an opportunity to share musical skills with the community. Extensive written program notes or student announcers communicate descriptions of what was explored with the music lessons. Newsletters have also been used to communicate the musical skills and concepts being developed in music class. By the end of 5th grade,

children have developed skills and attitudes that encourage them to participate in music as a lifelong activity.

The physical education curriculum at Brooke Grove focuses directly on physical fitness, creative movement and the development of fundamental motor skills. Emphasis is also placed on developing self-worth, social skills, and safety awareness. The content areas include gymnastics, rhythm and dance activities, and the development of motor skills. The content is introduced and taught through the movement education approach, which is based on the Schema Theory. Movement is broken into four broad aspects: body, space, effort, and relationships. Experiences are developed through these aspects, allowing children to experience the totality of movement, which in turn enhances the potential for skill development and achievement.

The movement education program at Brooke Grove complements other content areas of instruction. For example, in math, symmetry, time and space are discussed. In science, basic biomechanics are observed and explored. The movement approach instills a positive value about fitness at a young age and teaches children lifelong skills to help them to become healthy, fit adults.

Commitment and School Environment

Brooke Grove is fortunate to have beautiful, well-equipped arts facilities. The physical education department, housed in a well-equipped gym, has an abundance of equipment and resources to complement the physical education program while accommodating all learning levels. The art room is equipped with two modern kilns for firing clay. The PTA contributes resources and equipment in addition to MCPS budgets for consumable art materials. The general music program has a complete textbook series, compact discs, audio equipment, teacher resource materials, choral music, and musical instruments.

The classroom teachers at Brooke Grove are highly-trained professionals who recognize and support the arts curriculum. Schedule permitting, an interdisciplinary period has been incorporated with the cooperation of the classroom teachers, art, physical education, and music teachers. Topics, such as regions of the world, Navajo customs, graphing, Mexico, and the Thirteen Colonies have been enhanced through the collaboration of the arts teachers and classroom teachers. Time is provided for team planning and lessons are taught with the classroom teacher and the arts teacher together. They are designed to draw student's attention to the appropriate connections for each subject presented. Parents at Brooke Grove value the high quality arts programs and provide support both financially and through personal involvement.

Indicators of Success

Brooke Grove sets high standards and expectations for all students in the arts programs. The classroom and SBLC teachers, support specialists, and the arts teachers work together closely to ensure success for every student. Peer tutors, color-coded visual aides, orthopedically-adapted equipment, templates, molds for clay, and written contracts are all used to help mainstreamed students in the arts classrooms. Verbal and written positive feedback from teachers to students and from parents to teachers and students is continually expressed. Rubrics are used both as a learning tool and as an opportunity to extend and refine new material that has been learned.

Students' artwork is publicly displayed as part of the MCPS Arts Fair each year. Participating in physical education sponsored events has encouraged students to pursue sports and activities beyond the school setting. These events have helped to develop positive lifelong attitudes toward health and physical fitness.

The Brooke Grove Elementary Chorus has an outstanding reputation for its beautiful in-tune singing, poise and professionalism, and large enrollment. Former students have been selected to perform in auditioned groups such as the American Choral Directors Association Children's Choir, the Maryland Boys Choir, the Maryland All-State Chorus, and the Children's Chorus of Washington.

Partnerships

Parents are always welcome in the gym, music, and art rooms and are encouraged to share their own artistic and musical careers with the students. Cultural Arts assemblies are carefully selected to provide the highest quality arts experiences for children. Two Brooke Grove favorites have been Nada Brahma Productions and Yvette Lewis "This Is Opera." Nada Brahma has visited Brooke Grove on numerous occasions and worked with the 3rd grade students on an African music folk tale. The students played authentic African instruments, movement was added, and Nada Brahma attended the evening performance to provide additional music accompaniment and storytelling expertise. Nada Brahma also worked with the Brooke Grove Elementary Chorus to perform an African song. Movement and hand clapping were added to help children achieve an authentic African musical performance. Yvette Lewis performed at Brooke Grove and provided an opera workshop for students. Brooke Grove applied for and received a grant from the Maryland State Arts Council Artists-in-Education Program to have Yvette Lewis return for a weeklong opera residency for all grade levels.

Last year, we received grants from the Washington Post Foundation and the MCPS Educational Foundation for an interdisciplinary project. The *Carnival of the Animals*, music by Camille Saint-Saens, was the basis for the project. Third grade and SBLC students and teachers collaborated to develop poetry and lyrics in language arts. In art classes, the students studied the traditional Japanese form of puppetry, Bunraku. The creative process began by brainstorming ideas about how to create large puppets and art works for the stage. Students had to consider materials, size, weight, movement, form, color, and texture. Based on the ideas of each animal group, students worked together to plan and construct life-sized puppets for the stage. In physical education, each class brainstormed and collectively decided how they could create movement that would interpret the music as well as the animals. The students explored many dance movements such as rising, sinking, sudden and sustained movements, levels, extensions, and straight and curved shapes and pathways. In music class, the students studied the music composed by Saint-Saens. Musical concepts of melodic direction, form, meter, tone color, phrase and specific rhythm patterns were explored through movement, playing instruments, and other hands-on music listening activities. Students also created or learned a song to perform about each animal. Based on the ideas of each class, students worked together to create musical performances.

Parents often stop by the gym, art and music rooms to comment how much their child loves art, music, or physical education. Seeing the joy and sense of wonder in the children's faces during art, music, and physical education classes is the best testimony for the intrinsic value of the arts education programs at Brooke Grove Elementary School.

Attachment 1**Criterion Referenced Mathematics Domains
in Grades 3-5 for 1997-98**

Whole Numbers
Geometry/Measurement
Fractions
Integers/Equations
Statistics/Probability
Problem Solving
Maryland Functional Mathematics Test

**Metropolitan Achievement Test (MAT7) Domains
in Grades 3-5 for 1997-98**

Global Understanding
Developing Interpretation
Critical Analysis

BROOKE GROVE ELEMENTARY SCHOOL

STUDENT PERFORMANCE School Year 1996 - 1997

ASSESSED STUDENT KNOWLEDGE

	MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)	Standard Percent		1993** Percent of		1996 Percent of		1997 Number					1997 Percent of			
		Ex	Set	Ex	Set	Ex	Set	Tested	Absent/ Excused	ESOL Exemptions	Special Education Exemptions	Second Semester Transfers	Ex	Set	Ex	Set
GRADE 3	Reading	25	70	N.A.	N.A.	2.8	43.6	113	-	-	8	0	3.6	50.0		
	Writing	25	70	7.5	35.8	13.9	46.1	119	-	-	0	0	18.3	52.8		
	Language Usage	25	70	4.5	26.4	13.9	51.8	111	-	-	7	0	22.8	51.8		
	Mathematics	25	70	.0	40.3	7.0	55.7	111	5	-	7	0	7.8	58.6		
	Science	25	70	.0	26.4	7.8	54.8	119	-	-	0	0	6.1	53.7		
	Social Studies	25	70	1.5	25.4	.0	30.4	121	-	-	0	0	2.4	41.5		
GRADE 5	Reading	25	70	2.9	29.0	4.3	48.8	108	-	-	18	0	10.2	49.1		
	Writing	25	70	13.3	41.3	33.0	54.3	122	5	0	0	0	22.8	46.5		
	Language Usage	25	70	14.7	37.3	31.9	65.9	114	0	-	12	0	30.7	51.8		
	Mathematics	25	70	13.3	87.3	28.5	83.0	122	5	0	0	0	22.0	84.8		
	Science	25	70	6.7	52.0	10.8	82.8	122	5	0	0	0	11.0	85.9		
	Social Studies	25	70	5.3	46.7	18.1	57.4	126	-	0	0	0	15.7	48.8		

STUDENT PARTICIPATION

ATTENDANCE RATE (Yearly)	Standard Percent		1990** Percent	1996 Percent	1997		Not Met
	Ex	Set			Percent	Ex Set	

Grades 1-5 85 94 - 85 86.3 ✓

Students Absent	1996 Percent	1997 Percent
Fewer than 5 days	34	30.8
More than 20 days	8	6.1

	DISAGGREGATED DATA	Standard Percent		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
		Ex	Set	M	F	M	F	M	F	M	F	M	F	M	F
	Attendance Rate (Yearly) 1-5	85	94												
GRADE 3	MSPAP			M % of Ex Set	F % of Ex Set	M % of Ex Set	F % of Ex Set	M % of Ex Set	F % of Ex Set	M % of Ex Set	F % of Ex Set	M % of Ex Set	F % of Ex Set	M % of Ex Set	F % of Ex Set
	Reading	25	70	-	-	.0	50.0	.0	33.3	2.3	37.2	7.5	65.0	1.8	41.0
	Writing	25	70	-	-	16.7	50.0	.0	72.7	12.8	46.8	23.3	80.5	10.8	50.8
	Language Usage	25	70	-	-	.0	33.3	.0	38.4	27.3	50.0	25.8	61.5	19.4	45.2
	Mathematics	25	70	-	-	.0	88.7	8.1	45.5	6.7	64.4	10.0	82.5	8.3	60.3
	Science	25	70	-	-	.0	50.0	.0	54.5	8.5	53.2	9.3	80.5	6.2	52.3
GRADE 5	Social Studies	25	70	-	-	.0	80.0	.0	54.5	2.1	38.2	4.7	46.5	1.5	40.0
	Reading	25	70	-	-	-	-	.0	33.3	3.4	37.8	15.4	57.7	2.8	34.2
	Writing	25	70	-	-	-	-	.0	30.0	15.8	28.3	31.5	59.3	11.3	28.3
	Language Usage	25	70	-	-	-	-	14.3	42.9	15.2	33.3	41.5	62.3	14.0	34.9
	Mathematics	25	70	-	-	-	-	.0	50.0	13.2	73.7	31.5	68.5	11.3	64.2
	Science	25	70	-	-	-	-	.0	30.0	7.9	50.0	18.7	68.5	5.7	43.4
GRADE 5	Social Studies	25	70	-	-	-	-	.0	20.0	10.5	39.6	24.1	59.3	7.5	35.8

FROM : Brooke Grove E.S.

PHONE NO. : 301 570 6346

Sep. 03 1999 01:18PM P1

Attachment 3**Metropolitan Achievement Test Summary of Test Results from 1993-94 to 1997-98**

Test Name: Metropolitan Achievement Test Edition/Publication Year: 7th Edition
 Publisher: Psychological Corporation
 Grades in which test is administered: 3-5

Summary of Test Results

	1993-94	1994-95	1995-96	1996-97	1997-98
Grade 3					
Number Tested	79	98	98	105	90
Percent Tested	92.7	93.3	94.2	94.5	94.7
Number Excluded	6	7	6	6	5
Percent Excluded	7.3	6.7	5.8	5.5	5.3
Mean Scale Score	674	674	675	685	682
Standard Deviation	69	53	54	55	49
Grade 4					
Number Tested	74	79	95	91	78
Percent Tested	92.5	92.9	93.1	93.8	96.2
Number Excluded	6	6	7	6	3
Percent Excluded	7.5	7.1	6.9	6.2	3.8
Mean Scale Score	686	672	684	677	720
Standard Deviation	62	61	62	81	67
Grade 5					
Number Tested	74	79	95	91	78
Percent Tested	91.5	93.3	94.3	95.2	96.9
Number Excluded	7	6	6	5	2
Percent Excluded	8.5	6.7	5.7	4.8	3.1
Mean Scale Score	701	705	692	695	742
Standard Deviation	68	66	59	62	76

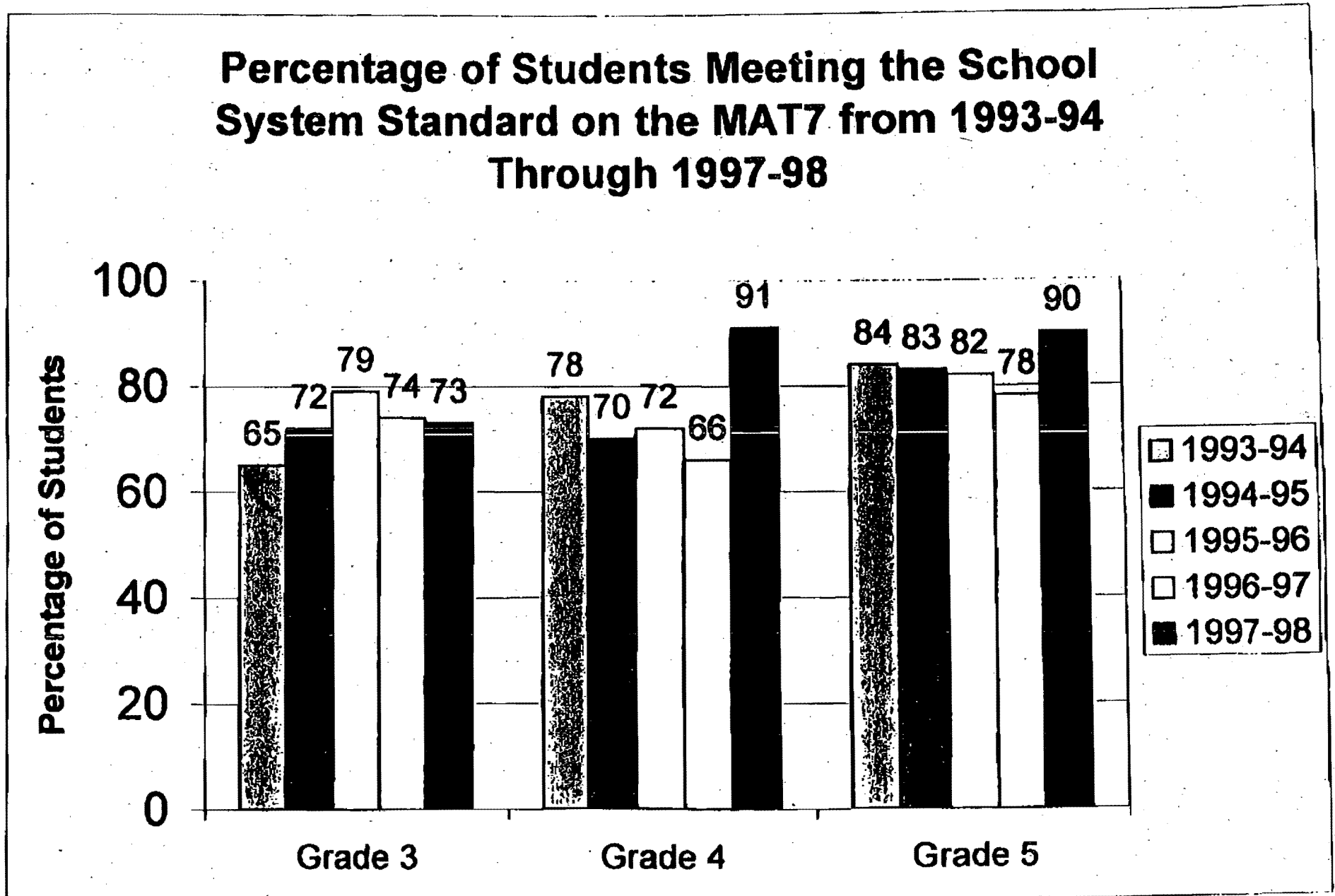
Groups excluded from the testing, why they were excluded, and how were they assessed: *ESOL students* who do not meet the minimum English language proficiency level specified by the school district may be exempted from participation in testing for up to three years. However, during the last two years, students must participate on a no-fault basis. Their tests are scored and results are reported to school and parents; these scores are not included in the computation of the percentage of students in the school who met the standard. *Special education students* who receive instruction based on the Fundamental Life Skills curriculum are exempted altogether from testing. *Special education or 504 students* who receive invalidating accommodations are required to take the test on a no-fault basis.

Attachment 4**Assessment of Progress****Metropolitan Achievement Test 7 (MAT 7)**

Grade	1994 Mean Scale Score	1994 SD	One-Third of 1994 SD is:	1998 Mean Scale Score	Change in Scale Mean Scores Since 1994
3	674	69	$69/3=23$	682	$682-674= 8$
4	686	62	$62/3=21$	733	$733-686= 47$
5	701	68	$68/3=23$	742	$742-701= 41$

Attachment 5

Percentage of Students Meeting the School System Standard on the MAT7 from 1993-94 through 1997-98



Attachment 6

MAT7 Grade 3 Reading Results
Percent of Students Meeting Standard and
Number of Students Tested by Ethnic and Gender Group

Grade	Group	Percent Met Standard					Number of Students Tested				
		1994	1995	1996	1997	1998	1994	1995	1996	1997	1998
3	African American	50	45	55	47	71	6	11	11	17	7
	Asian American	63	75*	90*	86*	56	8	12	10	7	9
	Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	68	77*	83*	79*	75*	63	74	75	78	69
	Male	61	72	73	74	67	36	36	51	57	49
	Female	67	73	85*	75*	80*	43	62	47	48	41
	Totals	65	72	79*	74	73	79	98	98	105	90

N/A - Data not reported because there were five or fewer students in the group.

* Group meets MCPS proficiency standard

MAT7 Grade 4 Reading Results
Percent of Students Meeting Standard and
Number of Students Tested by Ethnic and Gender Group

Grade	Group	Percent Met Standard					Number of Students Tested				
		1994	1995	1996	1997	1998	1994	1995	1996	1997	1998
4	African American	64	N/A	45	56	69	11	N/A	11	9	13
	Asian American	88*	82*	91*	80*	N/A	8	11	11	10	N/A
	Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	78*	72	73	68	95*	51	60	73	69	59
	Male	81*	73	64	48	92*	37	33	36	46	39
	Female	76*	67	76*	84*	90*	37	46	59	45	39
	Totals	78*	70	72	66	91*	74	79	95	91	78

N/A - Data not reported because there were five or fewer students in the group.

* Group meets MCPS proficiency standard

Attachment 6a

MAT7 Grade 5 Reading Results
Percent of Students Meeting Standard and
Number of Students Tested by Ethnic and Gender Group

Grade	Group	Percent Met Standard					Number of Students Tested				
		1994	1995	1996	1997	1998	1994	1995	1996	1997	1998
5	African American	63	73	80*	70	55	8	11	10	10	11
	Asian American	92*	64	82*	85*	100*	13	11	11	13	9
	Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	87*	89*	84*	79*	94*	60	57	58	76	70
	Male	85*	88*	78*	76*	83*	47	42	32	34	47
	Female	82*	78*	84*	79*	98*	39	41	50	66	47
	Totals	84*	83*	82*	78*	90*	86	83	82	100	94

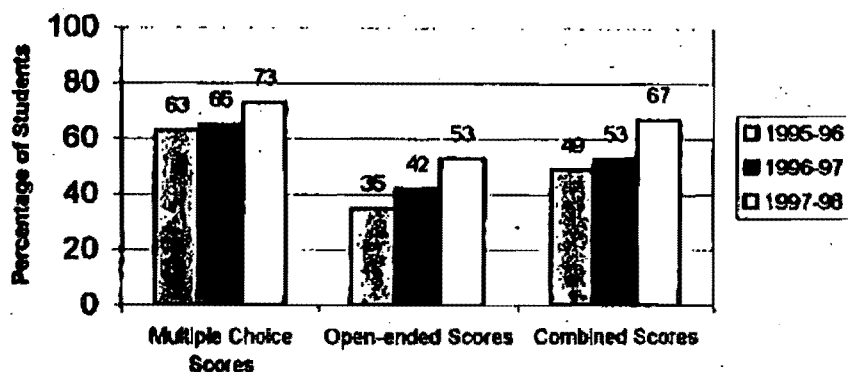
N/A - Data not reported because there were five or fewer students in the group.

* Group meets MCPS proficiency standard

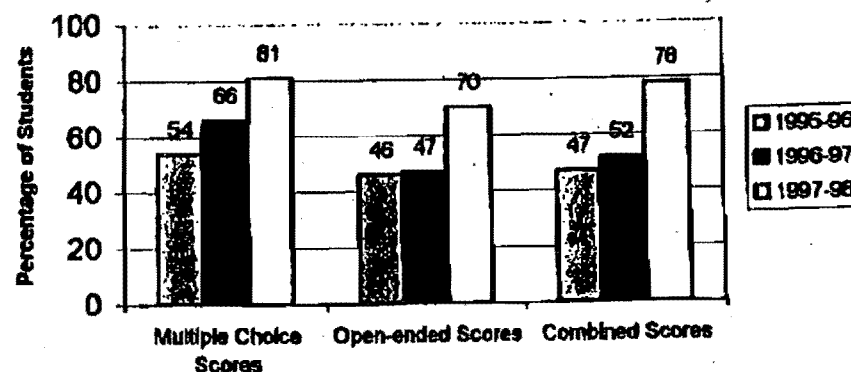
Attachment 7

Percentage of 3rd, 4th, and 5th Grade Students Meeting School System Standard on the Mathematics CRT from 1995-96 through 1997-98

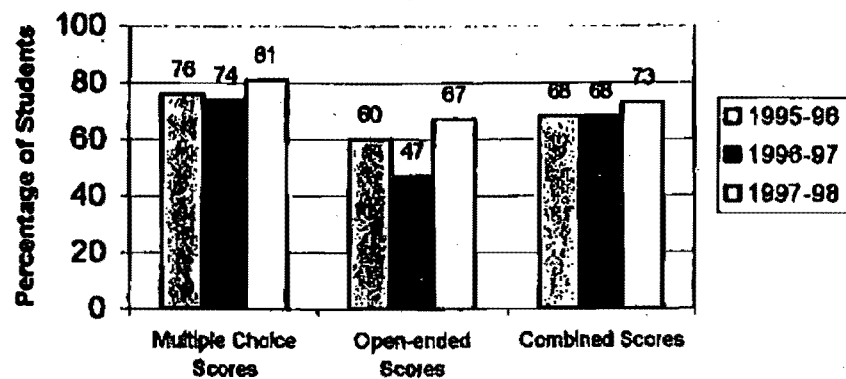
Percentage of Third Grade Students Meeting School System Standard on Math CRTs from 1995-96 Through 1997-98



Percentage of Fourth Grade Students Meeting the School System Standard on Math CRTs from 1995-96 Through 1997-98



Percentage of Fifth Grade Students Meeting the School System Standard on the Math CRTs from 1995-96 Through 1997-98



Attachment 8

**Comparison of Brooke Grove's Mathematics CRT Results with County-wide
Results in 1997-98
Percentage of Students Meeting School System's Proficiency Standard**

	Brooke Grove	Montgomery County
Grade 3		
Multiple Choice	73	68
Open-ended	53	48
Combined Scores	67	61
Grade 4		
Multiple Choice	81	67
Open-ended	70	50
Combined Scores	78	57
Grade 5		
Multiple Choice	81	68
Open-ended	67	54
Combined Scores	73	62

Attachment 9

CRT Grade 3 Mathematics Results
Percent of Students Meeting Standard and
Number of Students Tested by Ethnic and Gender Group

Grade	Group	Percent Met Standard		Number of Students Tested	
		1997	1998	1997	1998
3	African American	29	57	17	7
	Asian American	57	67	7	9
	Hispanic	N/A	N/A	N/A	N/A
	White	58	67	79	69
	Male	59	76*	58	49
	Female	46	56	48	41
	Totals	53	67	106	90

N/A - Data not reported because there were five or fewer students in the group.

* Group meets MCPS proficiency standard

CRT Grade 4 Mathematics Results
Percent of Students Meeting Standard and
Number of Students Tested by Ethnic and Gender Group

Grade	Group	Percent Met Standard		Number of Students Tested	
		1997	1998	1997	1998
4	African American	30	46	10	13
	Asian American	50	N/A	10	N/A
	Hispanic	N/A	N/A	N/A	N/A
	White	54	85*	72	59
	Male	52	73	48	40
	Female	51	85*	47	39
	Totals	52	78*	95	79

N/A - Data not reported because there were five or fewer students in the group.

* Group meets MCPS proficiency standard

Attachment 9a

CRT Grade 5 Mathematics Results
Percent of Students Meeting Standard and
Number of Students Tested by Ethnic and Gender Group

Grade	Group	Percent Met Standard		Number of Students Tested	
		1997	1998	1997	1998
5	African American	45	45	11	11
	Asian American	77*	78*	13	9
	Hispanic	N/A	N/A	N/A	N/A
	White	69	79*	80	70
	Male	69	74	39	47
	Female	67	72	66	47
	Totals	68	73	105	94

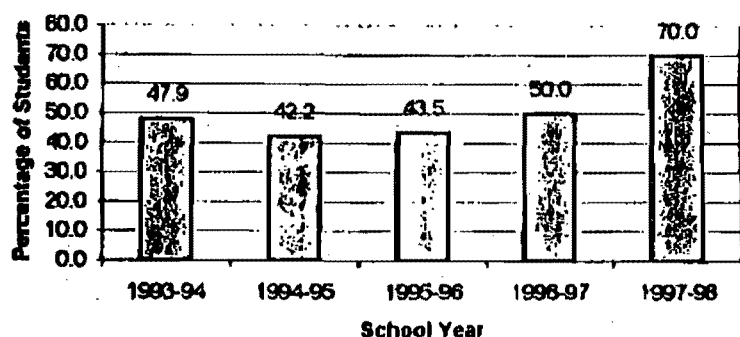
N/A - Data not reported because there were five or fewer students in the group.

* Group meets MCPS proficiency standard

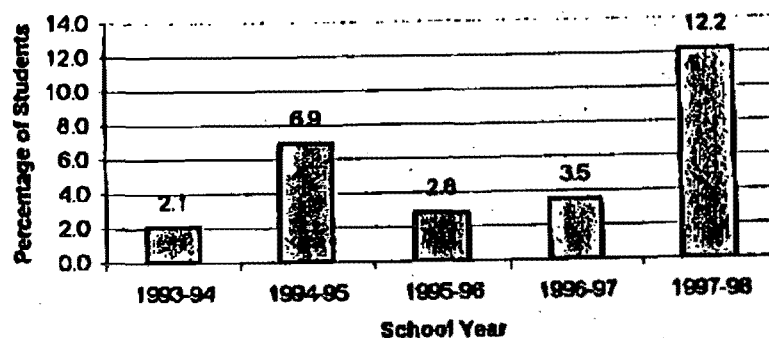
Attachment 10

Percentage of 3rd grade and 5th Grade Students Meeting the State Satisfactory and Excellent Standard on the MSPAP Reading Test from 1993-94 to 1997-98

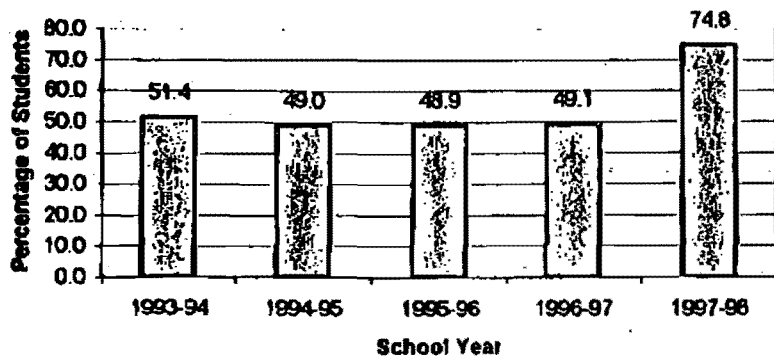
Percentage of Third Grade Students Meeting State Satisfactory Standard on the MSPAP Reading Test from 1993-94 through 1997-98



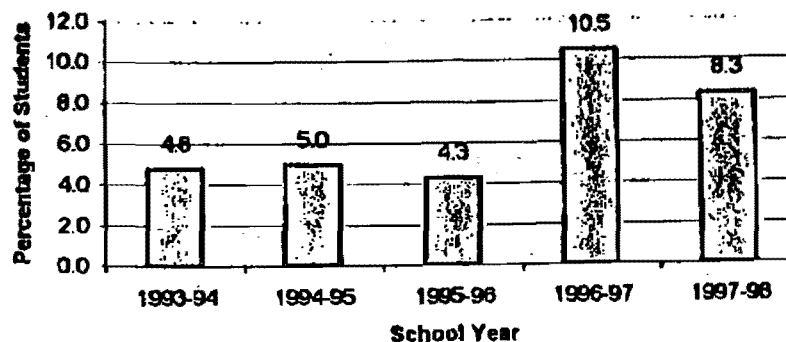
Percentage of Third Grade Students Meeting State Excellent Standard on the MSPAP Reading Test from 1993-94 to 1997-98



Percentage of Fifth Grade Students Meeting State Satisfactory Standard on the MSPAP Reading Test from 1993-94 through 1997-98



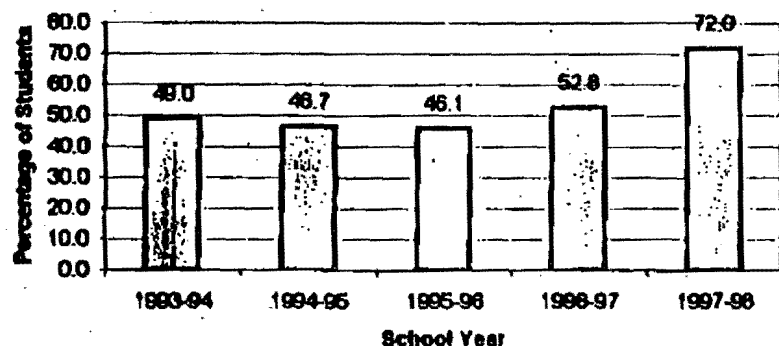
Percentage of Fifth Grade Students Meeting State Excellent Standard on the MSPAP Reading Test from 1993-94 Through 1997-98



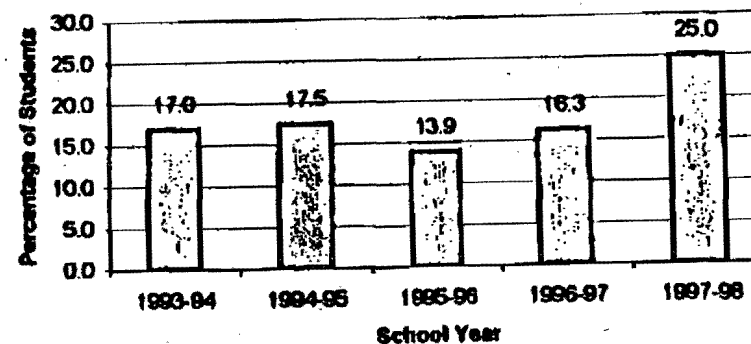
Attachment 11

Percentage of 3rd and 5th Grade Students Meeting the State Satisfactory and Excellent Standards on the MSPAP Writing Test from 1993-94 to 1997-98

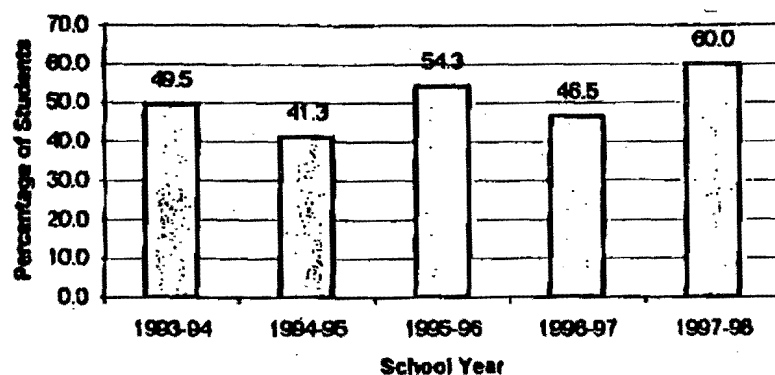
Percentage of Third Grade Students Meeting State Satisfactory Standard on the MSPAP Writing Test from 1993-94 Through 1997-98



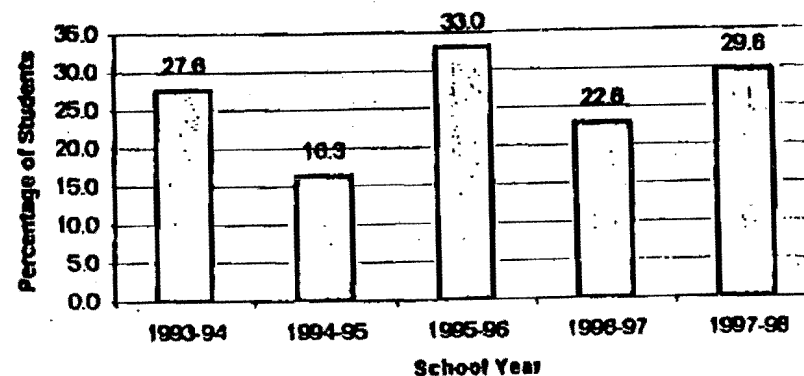
Percentage of Third Grade Students Meeting State Excellent Standard on the MSPAP Writing Test from 1993-94 Through 1997-98



Percentage of Fifth Grade Students Meeting State Satisfactory Standard on the MSPAP Writing Test from 1993-94 Through 1997-98

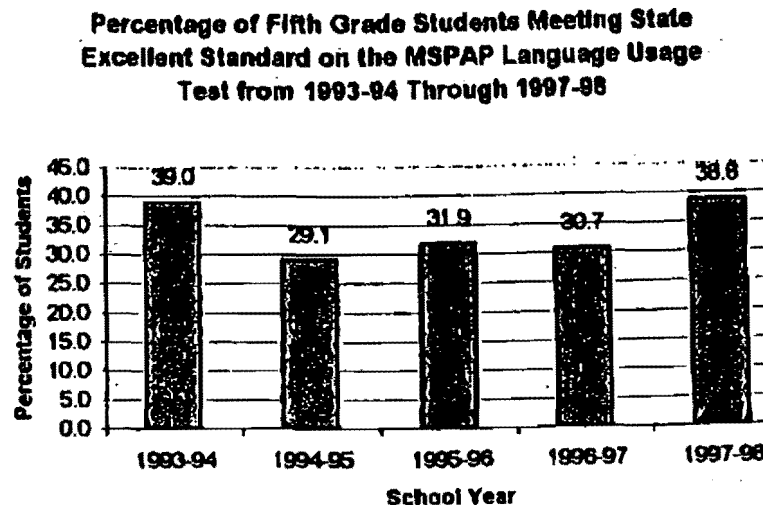
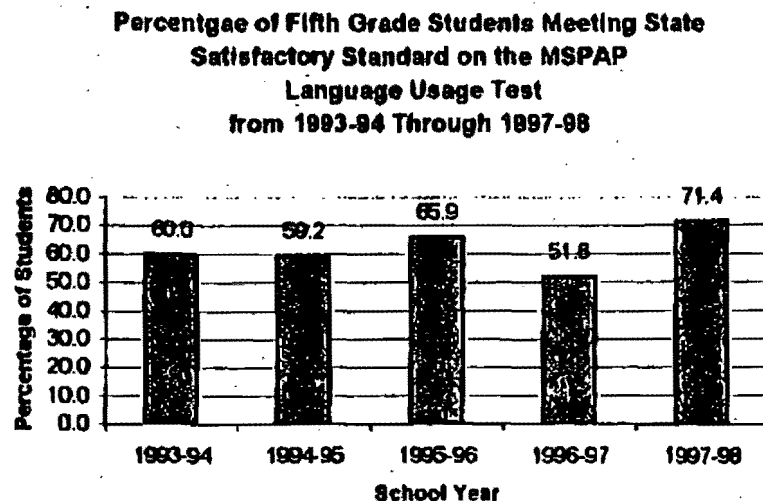
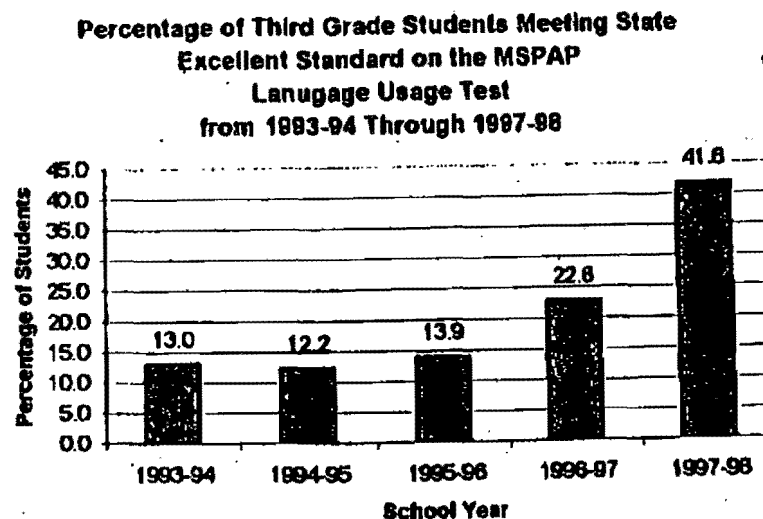
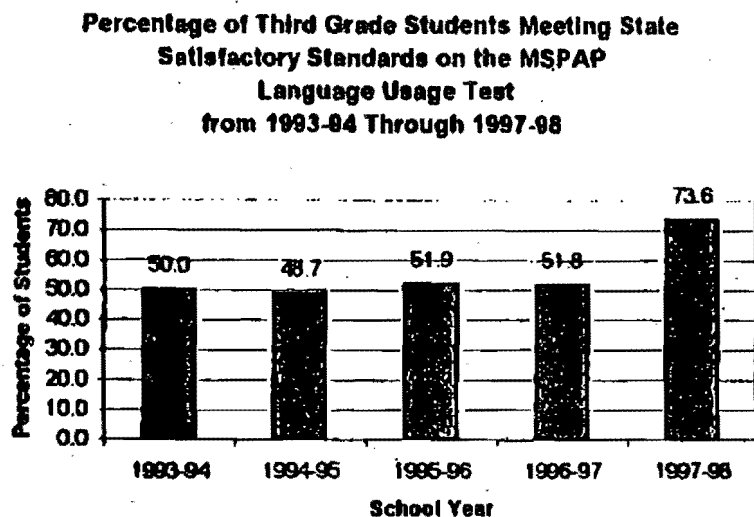


Percentage of Fifth Grade Students Meeting State Excellent Standard on the MSPAP Writing Test from 1993-94 Through 1997-98



Attachment 12

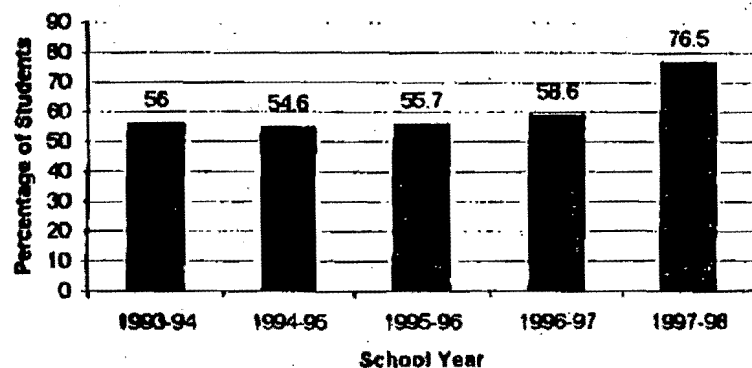
Percentage of 3rd and 5th Grade Students Meeting the State Satisfactory and Excellent Standards on the MSPAP Language Usage Test from 1993-94 to 1997-98



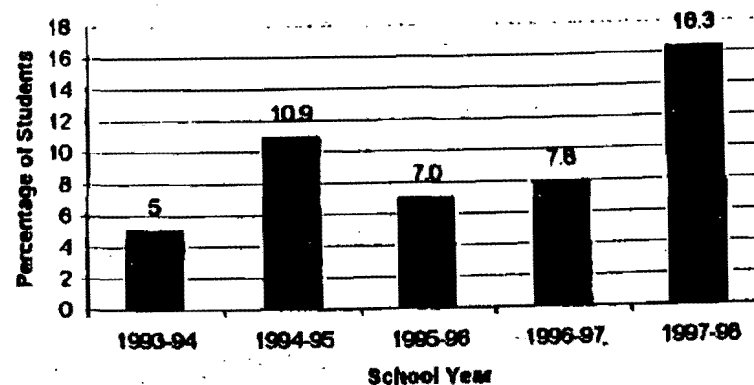
Attachment 13

Percentage of 3rd and 5th Grade Students Meeting the State Satisfactory and Excellent Standards on the MSPAP Mathematics Test from 1993-94 to 1997-98

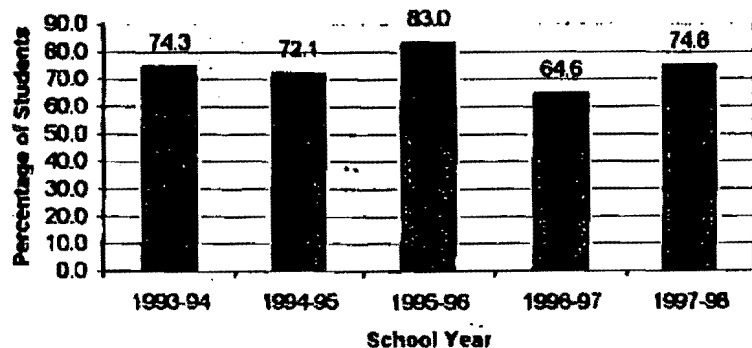
Percentage of Third Grade Students Meeting State Satisfactory Standard on MSPAP Mathematics Test from 1993-94 Through 1997-98



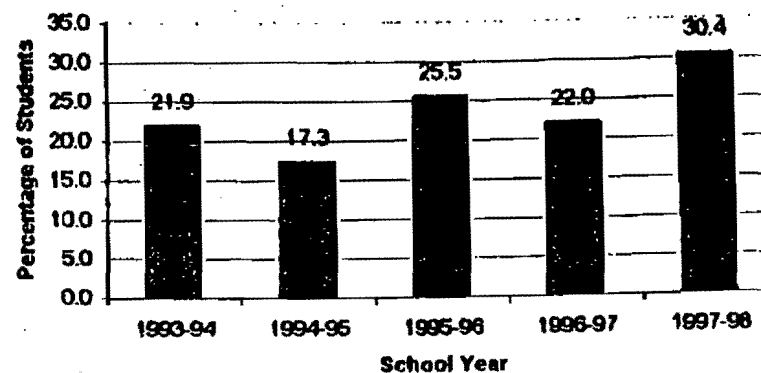
Percentage of Third Grade Students Meeting State Excellent Standards on the MSPAP Mathematics Test from 1993-94 Through 1997-98



Percentage of Fifth Grade Students Meeting State Satisfactory Standard on the MSPAP Mathematics Test from 1993-94 Through 1997-98



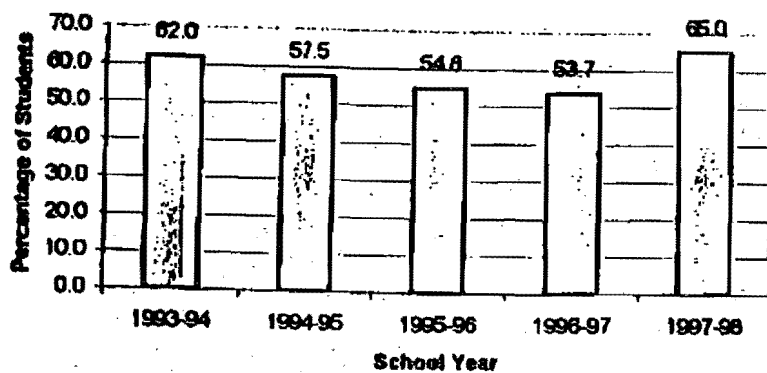
Percentage of Fifth Grade Students Meeting State Excellent Standard on the MSPAP Mathematics Test from 1993-94 Through 1997-98



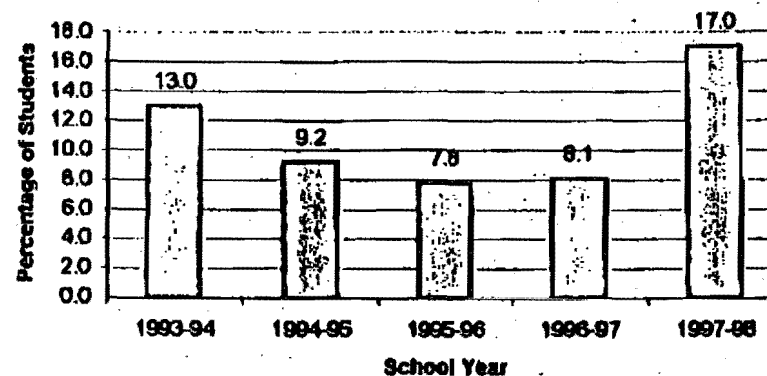
Attachment 14

Percentage of 3rd and 5th Grade Students Meeting the State Satisfactory and Excellent Standards on the MSPAP Science Test from 1993-94 to 1997-98

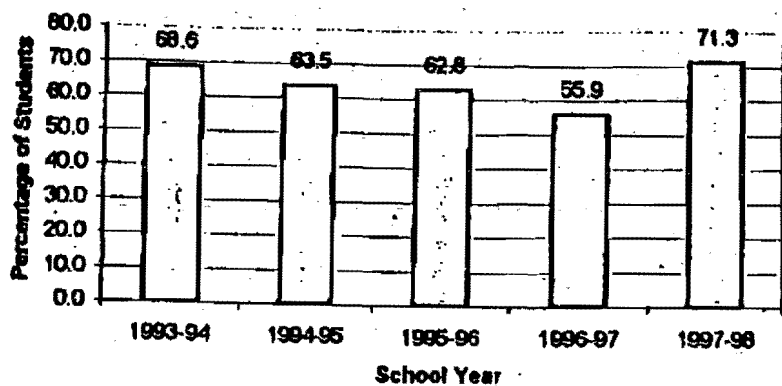
Percentage of Third Grade Students Meeting State Satisfactory Standard on the MSPAP Science Test from 1993-94 Through 1997-98



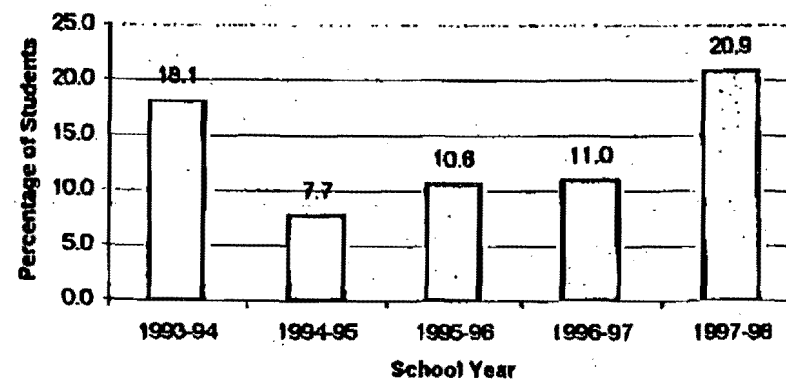
Percentage of Third Grade Students Meeting State Excellent Standard on the MSPAP Science Test from 1993-94 Through 1997-98



Percentage of Fifth Grade Students Meeting State Satisfactory Standard on the MSPAP Science Test from 1993-94 Through 1997-98



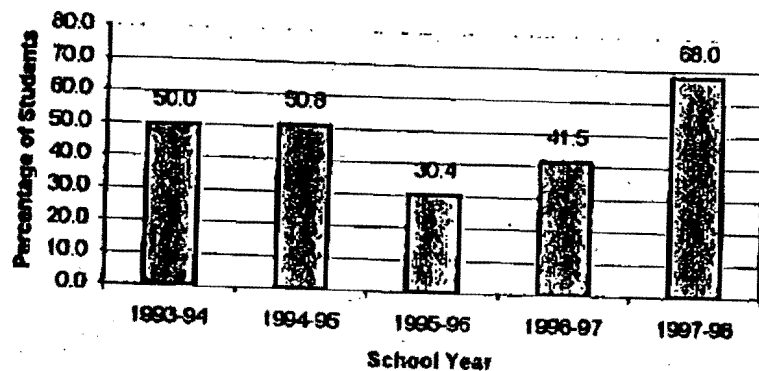
Percentage of Fifth Grade Students Meeting State Standard on the MSPAP Science Test from 1993-94 Through 1997-98



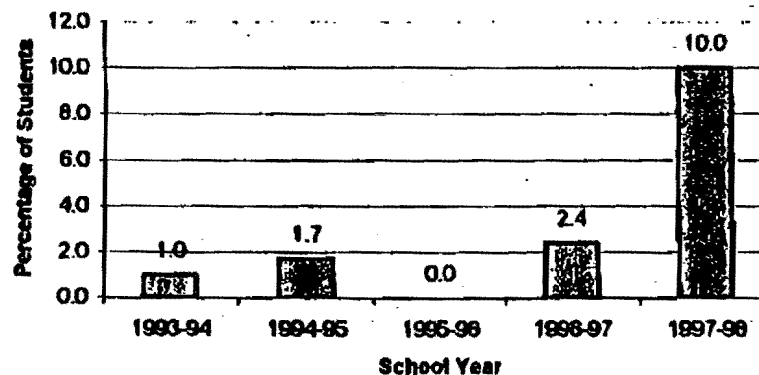
Attachment 15

Percentage of 3rd and 5th Grade Students Meeting the State Satisfactory and Excellent Standards on the MSPAP Social Studies Test from 1993-94 to 1997-98

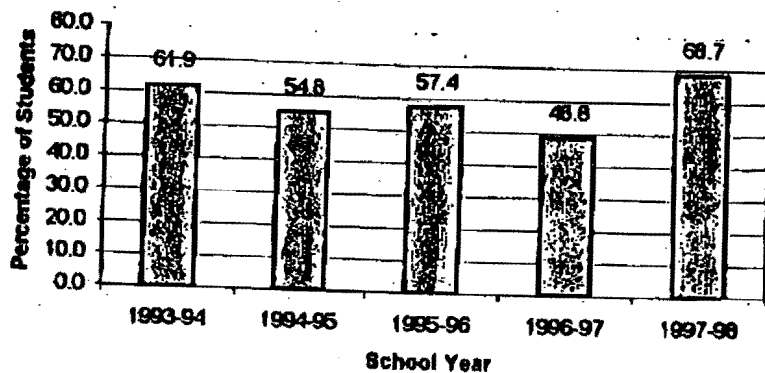
Percentage of Third Grade Students Meeting State Satisfactory Standard on the MSPAP Social Studies Test from 1993-94 Through 1997-98



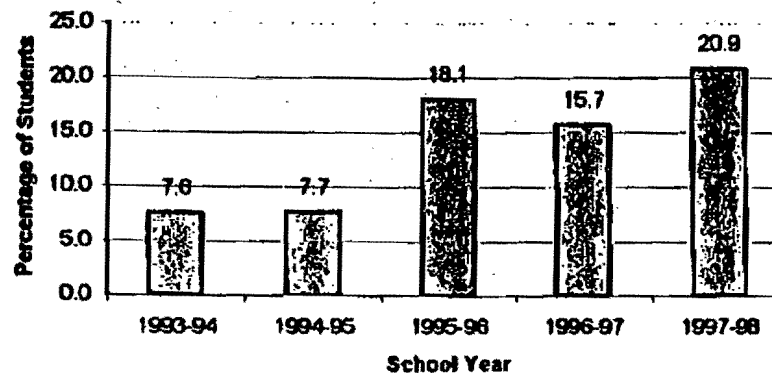
Percentage of Third Grade Students Meeting State Excellent Standards on the MSPAP Social Studies from 1993-94 Through 1997-98



Percentage of Fifth Grade Students Meeting State Satisfactory Standard on the MSPAP Social Studies Test from 1993-94 Through 1997-98



Percentage of Fifth Grade Students Meeting State Excellent Standard on the MSPAP Social Studies Test from 1993-94 Through 1997-98



Attachment 16

**Comparison of Brooke Grove's Mathematics CRT Results with County- and Statewide
Results in 1996-97*
Percentage of Students Meeting Maryland's Proficiency Standard**

Grade/Subject Area	Satisfactory Standard			Excellent Standard		
	Brooke Grove	County Results	State Results	Brooke Grove	County Results	State Results
Grade 3						
Reading	50.0	46.0	36.8	3.5	6.2	5.0
Writing	52.8	50.9	40.0	16.3	18.7	13.2
Language Usage	51.8	60.3	49.5	22.8	28.1	20.8
Mathematics	58.6	55.5	41.4	7.8	12.3	6.6
Science	53.7	50.3	38.2	8.1	9.7	6.7
Social Studies	41.5	46.8	35.8	2.4	4.9	3.6
Grade 5						
Reading	49.1	44.5	35.6	10.2	7.1	6.0
Writing	46.5	49.8	39.3	22.8	25.5	18.4
Language Usage	51.8	59.0	46.8	30.7	33.8	24.1
Mathematics	64.6	63.2	48.2	22.0	20.5	11.9
Science	55.9	59.2	46.3	11.0	13.8	9.3
Social Studies	48.8	54.1	43.7	15.7	15.5	11.6

*This is the most recent year in which test results are available for the school, county and state.