Get Techish - Snap Our Code!
USING A MULTI-TIERED SYSTEM OF SUPPORTS TO MAXIMIZE THE ELEMENTARY SCHOOL DAY

Baltimore County Public Schools
Powhatan Elementary School
Deborea Montgomery, Ph.D., Principal
Kelly Santoni, 1st Grade Educator
Session Resources
Meet the Presenters
Meet the Presenters
About Our District

Baltimore County Public Schools

- 25th largest school district in United States
- 3rd largest school district in Maryland
- 174 schools, programs, and centers
- 113,814 students
- 0.4% American Indian/Alaskan Native
- 7.2% Asian
- 39.4% Black
- 10.5% Hispanic
- 0.1% Native Hawaiian or Other Pacific Islander
- 37.4% White
- 5.0% Two or More Races

- 13.4% receiving special education services
- 6.7% English Language Learners
- 43.7% eligible for free and reduced meals
- 63 Title I Schools
- 114 countries, 105 languages
Powhatan Elementary School

- Located near the Baltimore County/Baltimore City line
- Demographics
  - 0.8% Native American
  - 83% African American
  - 2% Caucasian
  - 4% Multiracial
  - 1% Hispanic
  - 56% Free and Reduced Meals (Title One School)
  - 4% English Language Learners
  - 23% Students with Disabilities
Participants will:

- **Understand** the benefits of student participation in the A Day/B Day instructional model at the elementary level;
- **Explore** resources that support the model;
- **Identify** strategies for implementation of the model; and
- **Recognize** opportunities for increasing students’ access to customized instruction.
What Is It?

A Day Snapshot

• English Language Arts standards-based lessons
• Guided Reading groups
• Accelerated and enrichment small groups
• Writing standards-based lessons and Guided Writing small groups
• Flexible re-grouping across grade levels for instructional push in and pull out groups with the paraeducator

B Day Snapshot

• Mathematic standards-based lessons
• Customized instructional rotations/workshops
• Flexible re-grouping across grade levels after data collection and analysis
• Alternating opportunities to teach two standard-based lessons on B days or enrichment/remediation opportunities
Why This Model?

- Maximizes daily instructional schedule
- Allows for in-depth standard based instruction
- Supports responsive instruction
- Increased opportunities for acceleration
- Students develop appreciation in a non-preferred subject area
Utilizing an A Day/B Day model in the elementary school decreases instructional fragmentation (Canady & Rettig, 1995, 1988). Implementation of this model has proven to create greater opportunities for flexible grouping (Canady & Rettig, 1995, 1988), build student stamina for learning and application of skills, (Canady & Rettig, 1995, 1988) and improve school climate (Canady & Rettig, 1995). Tracking students who participated in the A Day/B Day model to the next grade level and/or middle school showed that these students have a more fluid transition (Canady & Rettig, 1995).
Considerations for Implementation

- Accessing MAP Data
- Teacher stamina and ability to perform in this instructional model
- Collaboration ability of staff
- Curriculum and standards taught for mastery
- Gaps in curriculum
- IEP data/goals
- Fountas and Pinnell data/growth documents
- Unit pre-assessments, unit checkpoint, unit post-assessments

Benefits of Implementation

- Equitable access to customized instruction and support
- Increase in student achievement
- Increase in student growth
- Closing the learning gap through responsive teaching
- Collaboration via horizontal and vertical teaming
- Creates acceleration opportunities
- Increased opportunities for writing
Results of Instructional Model (2017-2018)

3rd Grade Classroom Results

Hopkins Reading Growth

- Reading Growth Goal Met: 37%
- Reading Growth Goal Not Met: 63%

Weinstein Reading Growth

- Reading Growth Goal Met: 14%
- Reading Growth Goal Not Met: 86%

Griffin Reading Growth

- Reading Growth Goal Met: 100%
Results of Instructional Model (2017-2018)

1st Grade Overall Growth

- Reading Growth
  - Reading Growth Goal Met: 31%
  - Reading Growth Goal Not Met: 69%

2nd Grade Overall Growth

- Reading Growth
  - Reading Growth Goal Met: 22%
  - Reading Growth Goal Not Met: 78%

3rd Grade Overall Growth

- Reading Growth
  - Reading Growth Goal Met: 17%
  - Reading Growth Goal Not Met: 83%

4th Grade Overall Growth

- Reading Growth
  - Reading Growth Goal Met: 47%
  - Reading Growth Goal Not Met: 53%

5th Grade Overall Growth

- Reading Growth
  - Reading Growth Goal Met: 26%
  - Reading Growth Goal Not Met: 74%

Powhatan Elem. Overall Growth

- Reading Growth
  - Reading Growth Goal Met: 25%
  - Reading Growth Goal Not Met: 75%
Results of Instructional Model (2017-2018)

3rd Grade Classroom Results

Hopkins Math Growth
- Math Growth Goal Met: 93%
- Math Growth Goal Not Met: 7%

Weinstein Math Growth
- Math Growth Goal Met: 86%
- Math Growth Goal Not Met: 14%

Griffin Math Growth
- Math Growth Goal Met: 100%
Results of Instructional Model (2017-2018)

1st Grade Overall Growth

Math Growth
- Math Growth Goal Met: 14%
- Math Growth Goal Not Met: 86%

2nd Grade Overall Growth

Math Growth
- Math Growth Goal Met: 8%
- Math Growth Goal Not Met: 92%

3rd Grade Overall Growth

Math Growth
- Math Growth Goal Met: 5%
- Math Growth Goal Not Met: 95%

4th Grade Overall Growth

Math Growth
- Math Growth Goal Met: 38%
- Math Growth Goal Not Met: 62%

5th Grade Overall Growth

Math Growth
- Math Growth Goal Met: 14%
- Math Growth Goal Not Met: 86%

Powhatan Elementary Overall Growth

Math Growth
- Math Growth Goal Met: 13%
- Math Growth Goal Not Met: 87%
Results of Instructional Model (2018-19)
Unpacking the Artifacts

Artifact 1:
Monthly curriculum pacing calendars, ELA and Math unit back-maps

Artifact 2:
Reteaching plan/model and exit tickets for specific units for data

Artifact 3:
Daily scheduling layout (ELA and Math) and data boards
Artifact 1

Notices & Wonders
Artifact 2

Notices & Wonders
Artifact 3

Notices & Wonders
Thank you for attending and engaging in our session! If you would like additional information, our contact information is below:

Dr. Deborea Montgomery - dmontgomery2@bcps.org

Kelly Santoni - ksantoni@bcps.org