

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Lynnette Nichole Moore
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mount View Middle School
(As it should appear in the official records)

School Mailing Address 12101 Woodford Drive
(If address is P.O. Box, also include street address.)

City Marriottsville State MD Zip Code+4 (9 digits total) 21104-1456

County Howard County

Telephone (410) 313-5545 Fax (410) 313-5551

Web site/URL http://mvms.hcpss.org/ E-mail Lynnette_Moore@hcpss.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Michael Martirano E-mail michael_martirano@hcpss.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Howard County Public Schools Tel. (410) 313-6600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms Mavis Ellis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 42 Elementary schools (includes K-8)
 - 20 Middle/Junior high schools
 - 12 High schools
 - 0 K-12 schools
- 74 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	144	137	281
7	149	119	268
8	178	137	315
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	471	393	864

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 36.3 % Asian
 - 5.1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 48.7 % White
 - 5.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2018	848
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):
French, Farsi, Korean

English Language Learners (ELL) in the school: 1 %
5 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 37

8. Students receiving special education services: 7 %

57 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>12</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>14</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	46
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	96%	96%	97%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Mount View Middle School is committed to academic excellence as we educate young adolescents in a safe and innovative environment in which we appreciate diversity and promote learning for a lifetime.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Mount View Middle School is located in the western part of Howard County and is considered part of the suburban fringe of the greater Baltimore/Washington DC Metropolitan area. The ongoing construction of new communities near the school brings a diverse population of families and students who move to the Mount View Middle School district seeking to actively engage in the school's mission of academic excellence where young adolescents are educated in a safe and innovative environment that values diversity and promotes learning for a lifetime. This desire to learn is the guiding principle that unites the Mount View community. From academic content to personal growth, from fine arts to local issues, Mount View's students actively engage in learning about their world, their community, and themselves. Most of the students at Mount View Middle School have plans to attend college or a professional school after high school and begin working toward those goals while attending middle school. Of the 865 students enrolled, about 17% receive services to support a diagnosed disability or economic disadvantage. About 45% of students are white, 39% are Asian, 5.4% are African American, 4.1% are Hispanic, 6.4% are two or more races, and less than 1% are Native American. The goal for academic excellence inspires faculty and staff to prepare every student to be successful in the globally dynamic 21st century. The goal for a safe and innovative environment integrates teaching and learning with technology tools, character development, and cultural diversity.

Mount View Middle School is proud that over 73 percent of its students achieved proficiency in ELA and over 77 percent achieved proficiency in math on the MCAP. More than half of the students at Mount View Middle School are identified as Gifted and Talented. Students take several high school level math courses, some go as high as AP Calculus. All students have access to Gifted and Talented Seminars during the school day. Seminars vary every year based on student interest. Some of the seminars offered include; debate, Model UN, Student Government Association, TV production, Little Bits, Future City, Makers Space Engineering, Environmental Leadership, Oyster Gardening, Book Club, and Java Script. Each year the school's band, orchestra, and chorus programs receive numerous awards for excellence. This year orchestra was invited to perform at the Midwest Clinic in Chicago and the chorus was invited to Carnegie Hall. Students achieve a high level of success with the Spelling Bee, Geography Bee, Math Team, National History Day, Debate Team, and Science Olympiad. Mount View Middle School focuses on student voice and engagement strategies to challenge each student to develop to their full potential. The passion, knowledge, and commitment of staff go above and beyond for students before, during, and after school through the sponsorship of the programs previously noted as well as the Beyond School Hours, Friday Academy, Apha Achievers, and a vast variety of academic and athletic intramural opportunities. Other activities open to students include a variety of field trips, grade-level team building, memory book, and the Mount View Middle School Student Resource page on Canvas.

Mount View lives out its mission and value statement by providing opportunities to engage students emotionally, physically, socially, and culturally. Students are encouraged to explore and develop their talents and interests through the multiple engagement activities and strengthen the sense of community through Falcon Time, advisory, and Falcon Days under the umbrella of PBIS and the Student Services Dept. (school counseling office). Student Services facilitates lesson development with teachers using restorative community building practices, offers small group sessions to build community, problem solve, and to increase executive function skills for 504 students. These supports provide students the skills that lead to initiatives to support community service projects such as raising awareness and funding for breast cancer, organizing food and book drives, providing a holiday gift for each student at a nearby elementary school, and organizing and participating in a cultural night. Mount View Middle School students share an important voice in school culture and decisions. Together we strive to appreciate differences, recognize commonalities, and celebrate small successes and big achievements every day.

As a school community, Mount View Middle School values students, staff, and parents who are working together to achieve our individual best and our collective excellence. A strong and active PTA bridges the partnerships with home and families. We continue to embrace bold steps to promote positive school improvement and to ensure we meet the fast-paced needs of our learners. We base our actions on what we understand about the needs of the middle school age student, the analysis of data, ongoing articulation and communication, continuing professional development, and the flexibility to adapt to the growing demands of a diverse and challenging world. MVMS actively nurtures a climate where respect, responsibility, and readiness to learn are modeled and valued.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

MVMS values the educational environment, achievement, partnership with parents, positive change, and content. These values are lived every day within our school community and drive our instructional practices and school improvement targets. The value of the content and the love of our students makes MVMS a community with high achievement and expectations.

1b. Reading/English language arts

MVMS follows the curriculum provided by the Howard County Board of Education, which focuses on enhancing reading, writing, speaking, and listening skills throughout the school year. Grade level curriculum is divided into three thematic units that explore fiction and nonfiction literature through the reading and interpreting of diverse media, poems, short stories, and novels. Each grade includes two levels of instruction: on grade level (regular) and above grade level/gifted and talented (GT) so that instruction can be differentiated to better meet the needs of students. Instruction is designed to give students daily opportunities to read, write, speak, and listen. Instruction is tiered to meet the needs of individual students. While the same task and standards are being addressed for every student, the choice of text, length of the assignment, and chunking of instruction can be differentiated for individual students. Student-centered activities are used to allow students to take ownership of their learning and to appeal to all types of learners. Student-lead discussions, collaborative learning opportunities, student choice projects, performances, and other various activities focus on the student.

Classroom experiences are enriched through guest author visits, participation in local and national spelling bees, a Shakespeare residency, field trips to local theaters, a Book Madness reading challenge, local and foreign author seminars, writing contests, and partnership programs with the public library.

Rubrics, graphic organizers, peer revision, student-teacher conferences, small group instruction, and essay correction opportunities are all used to aid students in mastering writing and language standards. GAFE or G-Suite is used as a facilitator for student-based writing and evaluation. Teachers and students may comment directly on papers and in real-time. This helps students in all parts of the writing process.

Each of the three units of our English curriculum begins with a Performance Base Task (PBT) and ends with a Cornerstone Task. The PBT involves students reading and responding to multiple sources. PBT is an instructional tool that allows teachers to assess individual students' strengths and weaknesses. From there, daily lessons are designed around the needs of the students and formative assessments (written responses to text, discussions, and creative assignments) are used to continually assess progress.

The final summative task of the unit is the Cornerstone Task. Students are given new sources and asked to use the skills that they have learned in the unit to create a product. This product could be in the form of a paper, poem, speech, performance, or anything else that displays the skills learned in the unit. All students in the grade complete the same PBT and the same Cornerstone Task. This allows grade-level English teachers to have meaningful discussions about the performances of students.

Students also take the MAP Measure of Academic Performance in the fall and winter. This data is valuable and is used to drive instruction, student collaborative groups, and selection of text choices.

MCAP scores are also used to drive instruction and used as English teachers' Student Learning Objective for instruction and to effectively group students who need additional help.

Our department is focused on providing access and entry-level understanding of the content to foster life-long learners of the content.

1c. Mathematics

Curriculum and instruction in mathematics at Mount View Middle School are based on the National Council of Teacher of Mathematics (NCTM) Principles of Actions: Eight Research-Based Essential Teaching Practices as well as NCTM's Equity Practices in teaching the Maryland State Standards of Mathematics for College and Career Readiness. Mount View Middle school follows the Common Core Curriculum and recently adopted the Illustrative Math Resource to support the curriculum standards in providing high-quality, equitable instruction to all students.

The department's core values for teaching mathematics include an emphasis on solving higher-order tasks with opportunities to support and engage students as they persevere with mathematical ideas and relationships. Students make connections among mathematical representations to deepen understanding of concepts and procedures. When appropriate, classroom lessons allow students to access technology such as Desmos, Geogebra, and other online resources. In addition to technology, students are also provided the opportunity to deepen their conceptual understanding by using math manipulatives such as Algebra tiles, pattern blocks, and integer chips. Regular opportunities for differentiation are provided to enhance the instructional needs of all students in the mathematics classroom. The math team employs practices of collaborative planning and the development of common assessments to ensure that all students are provided with exemplary equitable instruction the mathematics courses offered at Mount View Middle. Teachers focus on providing students opportunities for growth and mastery throughout the units in order to ensure mastery of the curriculum standards.

Throughout the year, teachers monitor the growth of students on individual topics as well as on summative assessments. Measures of Academic Performance (MAP), administered twice a year, provides data that is used to evaluate student progress and determine content progression. Pretests are given at the beginning of each unit of study in order to check content knowledge to allow for differentiation opportunities as well as talent spot students who may benefit from enrichment or acceleration. All teachers use SLO's (Student Learning Objectives) to evaluate student growth during the school year and support instructional decisions for their courses and individual students. At the end of the school year, all students take MCAP (Maryland Comprehensive Assessment Program). The data resulting from this test data is analyzed during the summer and allows teachers to make informed pedagogical decisions regarding course placement as well as personal growth goals with regard to instructional strategies.

Students are supported at all levels of instruction through the mathematics courses offered at the Mount View Middle School. Classes range from Math 6, an on grade-level course for 6th graders, to high school level courses such as AP Statistics, an accelerated mathematics program for Gifted and Talented learners offered through the Howard County Public School System. All grade levels of students enrolled in high school-level courses, such as Algebra I and Geometry, are given the opportunity to earn high school credit for successful completion of the course requirements. The goal for teaching and learning mathematics at Mount View is to provide opportunities for students to develop an understanding and appreciation of the significant role of mathematics in the world around them and to gain confidence and facility with solving real-world problems.

1d. Science

Science learning at Mount View Middle School is intended to prepare students to address essential questions as identified within the Next Generation Science Standards. Students engage in asking scientific questions that drive investigations and lead to presentation and analysis of data. Our courses are organized around a series of driving questions that provide the context and motivation for learning. Within each driving question, students engage in learning experiences that are designed to engage them in Science and Engineering Practices. These experiences are developmentally and cognitively appropriate and are used to reinforce the beliefs of our science team members that students should learn science by applying the real-world practices of a professional scientist. Students thrive with lab experiences through our partnership with HC Nature Conservancy and Johns Hopkins Applied Physics Lab where they have the opportunity to apply content with professionals. The Green School and Citizen Scientist Program developed in coordination with Gifted and Talented instructional seminars engage students in being an active scientist in their world through

action research projects. School Pedagogy and student product expectations are differentiated based on the academic needs of the students. Online real-world sources are used to supplement content and activities. Practices in the context of addressing challenges and answering questions about the world around them. Students discover earth science (grade 6), life science (grade 7), and physical science (grade 8) in a tiered approach by exploring real-world questions and challenges, researching, investigating, experimenting, gathering evidence, and forming explanations. Various technologies such as probeware, simulations, Noodle tools, databases, and other online resources are utilized to enhance student mastery. Science courses are managed through Canvas, which allows students to access instruction, submit work, receive feedback, and monitor progress in multiple ways including video, audio, and text, allowing opportunities for differentiated instruction. By the end of the learning experiences, students meet the NGSS performance expectations and are able to address the driving questions. Students extend the opportunity to demonstrate mastery of the standards through the Science Olympiad and our Green School initiatives. We believe our students learn by doing and doing for our community.

1e. Social studies/history/civic learning and engagement

The Mount View Middle School Social Studies team emphasizes geographic and historical reasoning skills in order to help students access the content. Curriculum and content standards are aligned with MSDE state social studies standards and the National Council for the Social Studies-College, Career, and Civic Life (C3) framework. In grade 6 and 7 students focused on geography and world cultures, students study the influence of geography on the history and development of geographic regions. Students study cultures throughout the world and develop an appreciation and respect for diverse cultures and perspectives. Grade 8 students study U.S. history up to the Civil War. Teachers align curriculum and standards to develop historical reasoning, and embed analysis of historical documents and evidence. Teachers intentionally select evidence from diverse authors and perspectives to give students an awareness of differing historical experiences of minority and majority groups. Teachers' depth of knowledge, knowing their learners, and cultural background enhance content choices allowing students to facilitate the learning of their peers. Instruction is geared to the individual learner and is differentiated based on the level of students as determined by standardized test data (MAP and MCAP), results on formative and summative assessments, and teacher feedback.

Teachers give common formative and summative assessments rooted in core analysis, writing, and problem-solving skills expressed in the C3 framework. The results are analyzed using common, county-wide developed rubrics to ensure equity in scoring. Students use the rubrics to evaluate their own learning using the rubric and obtaining specific feedback from teachers using Canvas as the class platform. The scores allow measurement growth and to inform instruction. The MVMS team emphasizes student mastery of content and skills, to that end, students have the opportunities to redo to edit certain assignments as needed.

All students have the opportunity to participate in enrichment opportunities within the department including the National Geography Bee. Each year the Mount View Middle school champion consistently moves on to competitions at the county and state level. All students participate in research opportunities to expand on curriculum objectives. Students in the gifted and talented classes in all grades participate in the rigorous and long-range National History Day research project. Students develop research skills including analyzing primary and secondary sources, evaluating the reliability of historical sources, composing and editing thesis statements, citations sources and evidence, composing annotated bibliographies, composing research outlines.

1f. For secondary schools:

Mount View Middle School is committed to delivering rigorous instruction focused on Common Core State Standards. These standards were designed to prepare all students for college and career success in the 21st century. Our courses provide students the opportunity to engage in critical thinking and analysis with connections to real-world tasks and activities. Students have the opportunity to enroll in multiple high school level courses to include Algebra I and II, Geometry, AP Statistics, Spanish 1 & 2, French 1 & 2, and Chinese 1 & 2. High school credit can be earned and students are able to enroll in even higher-level courses in high school. In addition to content courses, students can also self select Gifted and Talented instructional

seminars. In seminars, students develop a board range of advanced-level skills in preparation for in-depth study and creation of a product on a chosen interest.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Mount View Middle School's Related Arts (RA) program encompasses more than 40 percent of the student's day 50 percent of the student's curricular program. It provides students with the chance to explore their personal interests and to enhance the foundational skills essential to lifelong success in their personal lives, their workplace, and their community.

Physical education (PE) is required 50 minutes, every other day, all year, for all three years of middle school. The PE program is designed to nurture the whole child while developing critical motor skills, applying cognitive strategies, and building sportsmanship and teamwork. In addition to PE, students receive one marking quarter each year of health education which teaches students to develop the knowledge, attitudes, skills they need to avoid risky behavior, maintain, and improve their health and well-being. Two additional courses: Family and Consumer Science and Career Exploration are required for one marking quarter during the middle school years. These courses engage to develop technical skills that provide for personal, family, and societal needs. These 4 Related Arts courses support student's academic and social-emotional success during middle school and empower them to feel confident that they possess the skills and knowledge to make healthy choices throughout their lives.

Fine Arts are required for at least one marking quarter worth of daily instruction each year. In 6th grade, all students take a collection of once or twice daily fine and related arts experiences which alternate each marking quarter. Courses include general music, visual arts curriculum and to prepare for the RA choices available to them in the 7th and 8th grades. A percentage of students also choose to enroll in the Performing Arts program in Band, Orchestra, or Chorus. Skill-based ensembles meet daily for 50 minutes as full ensembles with band and orchestra students receiving small group instruction for an additional 40 minutes rehearsal each week.

In the 7th and 8th grade, students are required to engage in a more detailed study on one fine art and one elective by enrolling in two-year-long courses that meet daily. For their fine arts requirement, students may remain in their performing music ensemble or they may enroll in Visual Arts or General Music. These courses are designed to develop studio/performance skills that empower students to make sense of the world through making their own art and through responding to the work of others.

For their elective course, students may choose to study French, Chinese, Spanish, Engineering, or Inquiry and Innovation. Like these fine art course, thee classes meet daily for 50 minutes. Students who choose to study a world language can earn up to two high school credits. The World-Readiness Standards for Learning Languages are applied through proficiency-based curricula which ask students to communicate and engage with authentic resources in spontaneous, immersive settings and to develop greater cultural awareness. Students can continue their world language study into high school, potentially acquiring the Maryland Seal of Biliteracy. Students who choose engineering use the curriculum of Project Lead the Way to develop an understanding of the technological design and problem-solving processes and solve complex open-ended problems. Students select Inquiry and Innovation course to improve their digital, literacy, and critical thinking skills in authentic and relevant real-world situations.

Beyond these scheduled courses, there are several school resources and programs of study. Almost one-third of Mount View Middle School students choose to enroll in G/T Instructional Seminars which provide curricular opportunities for students to enhance advanced-level skills in an area of interest. Seminars meet once a week for 40 minutes, more than 10 courses are offered each year, based on student interest, ranging from Television Production to Debate. The Media/Library program teaches students to become lifelong readers; offering critical information consumers by collaborating through research projects with classroom content teachers, providing students with weekly opportunities to use the library as well as specially scheduled MakerSpace sessions. Student Services counselors address the academic and social/emotional

needs of students, with quarterly lessons presented in class, initiatives implemented through the morning TV show, and small group instruction.

Collectively, the courses offered as part of Mount View Middle School's Related Arts and School Resource programs engage students to enhance the critical thinking and problem-solving strategies which are vital to their future success in the global environment where they will live, work and interact.

3. Academic Supports:

3a. Students performing below grade level

Mount View Middle School has several programs to address the needs of students performing below grade level. We have a full time reading specialist that assesses students believe to be reading below grade level. Based on these results, we are able to place a student into a reading intervention in order to help improve their reading skills. For students that are struggling with on-grade level math, our teachers and co-teachers utilize small group instruction in order to assist students. The administration's focus on instruction drives our student-centered discussion and instructional shifts to support student performance.

Students that need time beyond the school day to fill skill gaps are offered an after school program called "Beyond School Hours." "Beyond School Hours" addresses needs in both mathematics and ELA. Students are invited to this program where they participate in targeted individualized instruction. Instruction is developed at the student's identified instructional level using class, MAP, and MACP data. This strategy has been successful in helping students gain the skills needed to increase their performance and achieve on-grade level status. Students who were identified as performing below grade level in mathematics and ELA are also invited to participate in an academic intervention program. This program provides instruction in a small group setting using activities and lessons aimed at filling in skill gaps.

We are also focused on highlighting student talents; so, students might perform below grade level in mathematics or ELA but that does not limit their ability to participate in our GT seminars and after school intramural programs. Teachers talent spot to ensure that students have access to GT programming that uplift their talents but also provide an application of mathematics and ELA content.

3b. Students performing above grade level

Gifted and talented students, like other special groups in the school population, possess unique abilities, interests, and needs which can be addressed only through differentiating the regular curriculum and providing specialized programs and courses. The Howard County Middle School Gifted and Talented (G/T) Education Program promotes student engagement through enrichment, rigorous coursework, and opportunities for students to conduct original research and investigations. For the core subjects of math, English, science, and social studies, G/T designated courses to provide acceleration and enrichment which ensure that students' educational needs are met. These classes replace the general education classes in each subject area and are taught on a daily basis by a designated G/T content area teachers. In addition, G/T Instructional Seminars and Research Investigations are weekly courses taught by the G/T Resource Teacher and offered via pullouts and compaction for any student interested in honing advanced level skills in areas of personal interests. These courses extend student engagement beyond the core class offerings and include TV Production, Book Club, and Debate each year. Additional courses, such as Photography, Oyster Gardening, JavaScript, MakerSpace Engineering, and Student Leadership are implemented based on student interest. The goal of the G/T Program at Mount View Middle School is to identify and serve gifted and talented students from all cultural groups and across all economic levels so that students can explore their passions and actively engage in their learning. Identification for inclusion in the G/T program includes placement testing, teacher recommendation, and parent recommendation with a focus on enabling students to launch their own talent trajectories as they discover and build upon their individual strengths and interests.

3c. Special education

The Special Education department at Mount View Middle School serves a diverse group of exceptional students. Since each student's needs are unique, providing a variety of accommodations and modifications is essential so they can access their academic goals. General education teachers and special education staff include teachers, paraeducators, student assistants, a speech pathologist, an occupational therapist, a physical therapist, an adaptive physical education teacher, a part-time school psychologist, a vision specialist, and administrators work together to level the playing field. Assistive technology, reading and math programs, and specialized instruction are provided as needed to help students close skill gaps to become on-grade level. Co-teaching or supported teaching is provided in all areas of academics at Mount View Middle and allows exceptional students to participate and learn alongside their same-age peers. Teachers, staff, students, parents, and the community work together to help facilitate the best possible learning for all.

3d. ELLs, if a special program or intervention is offered

The part-time ESOL teacher assigned to Mount View Middle School visits content classes of all active ELL students in order to be exposed to the content and method of instruction as well as to directly assist the ELL student with the material. Teachers are provided with information on the English language proficiency levels of each ELL student at the beginning of the year to cooperatively help build English proficiency. The ESOL teacher works collaboratively with and consults with support staff and content teachers regarding lesson plan design and assessment format modifications, so information becomes more accessible to ELL students. In the test setting questions and responses are often read to the ELL student. As regular classroom expectations, ELLs may be given the appropriate alternate texts to parallel the content being presented in class, deadlines for assignments/projects can be extended, and ELL students may be offered a second opportunity to improve a grade. These added supports facilitated by the collaboration between the content teacher and the ELL teacher. In addition to the mentioned supports students also participate in pull-out class once a week where they have the opportunity to work on specific areas of the noted English language development (reading, listening, speaking, writing) so the ELL is better equipped to apply this understanding to the content classes. Formative ESOL assessments are routinely given so that progress can be reported accurately on quarterly ESOL progress reports sent home to parents with student report cards. The key to the success of the ELL program at Mount View Middle School is nurturing acceptance from the students and staff. This aspect of our community helps students feel comfortable taking risks speaking, reading, and writing English in class and among their peers outside of the instructional setting.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Mount View Middle School is committed to creating a safe and innovative environment where students understand that the staff values them as learners and as people. Students are encouraged to view their years at Mount View Middle School as a time to explore their interests and broaden their knowledge. Student engagement is articulated as a natural and achievable expectation, and staff is committed to ensuring that students feel safe and are exploring new content and activities.

Establishing this environment starts with staff creating diverse opportunities for students to learn and grow. A morning TV show, created by students, allows students and staff to advertise clubs and school events. During the school day, students access the media center and the Makerspace. Counselors and the principal organize "Lunch Bunch" gatherings for students who need help making friends and/or maintain healthy friendships. After school clubs, from Fantasy Football to Musical Theater, provide opportunities for students to form friendships based on common interests and find their place within the school community. Unique programs augment students' learning experience: an annual Shakespeare Residency, visits by famous authors, trips to performing at national musical competitions, opportunities to raise oysters, butterfly gardens, and initiatives to help local schools and shelters. These diverse opportunities are created by both staff and students. Fostering a culture that values students for their diverse interests and talents is what fosters a sense of connection to the school. This year's theme is #connection. Faculty and staff work with students to develop activities and experiences that foster a sense of community and connection. The theme is dispersed throughout the TV show, announcements, advisory lessons, and PBIS pillars.

Mount View Middle school engages and motivates students by being an approachable staff that values its service to students. Staff is dedicated to creating a safe and innovative environment where students are supported to learn and grow academically, socially, and emotionally. This care can be seen in the student-centered discussions and interventions implemented to meet student needs. It is important to our school's culture that students understand that we are here to serve them and meet their needs. For example, weekly morning Organization Club and twice-monthly Friday Academy gives teachers time to support students who need help being successful with their classes, whether they struggle with executive function skills or have fallen behind due to extended absences. The Beyond School Hours (BSH) program for math and English provides weekly academic interventions after school to assist students with demonstrated gaps in skills or content knowledge. After school mentorship clubs such as Falcon Friends, which pairs Special Education students with general education students, Alpha Achievers, which pairs male African-American mentors from the high school with male students, and Fellowship of Christian Athletes, which pairs high school athletes former MVMS students with current students. All students participate in Advisory, a weekly 30-minute period where they choose from among a variety of opportunities, such as extra tutoring from teachers, collaborating on group assignments, meeting with counselors, administration, or helping with school initiatives.

Faculty and staff have participated in professional learning focused on Restorative Practices over several years which further enables student voice, choice, and engagement. Teachers provide opportunities in all classes for community building circles which provide students the opportunity to offer their perspective on topics, share aspects of their culture and life experiences. Students can also request a restorative circle to solve peer conflict and navigate relationships, facilitated by a school counselor, administration, or a member of Mediation, Conflict, and Resolution Center (MCRC). Mount View Middle School's student engagement is centered around ensuring "student voice" is valued.

2. Engaging Families and Community:

Mount View Middle school is a community that has a strong relationship with stakeholders and continues to look for opportunities to actively engage with families and community both during and outside of the school day. MVMS has developed several pathways of communication for parents and students through messenger, the school website, the PTA website, and PTA Facebook page, and Canvas announcements on the MVMS

Student Resource Page. Canvas is the learning management system used by HCPSS. An in-person Canvas training session is provided annually to support student and parent navigation of the tool. Using this method of communication connects each parent directly to their student's teacher and vice versa. Canvas provides the individual communication of events like "Math Night." The math team provides a "Math Night" that allows parents to engage in math tasks, look at math progressions and requirements for high school planning purposes, and chat with teachers about specific questions. Additional opportunities like "Math Night" are offered throughout the year.

The MVMS PTA is amazingly supportive and believes in the vision and philosophy of the faculty and staff. Monthly Meetings are well attended by parents, staff, and administration to discuss committee updates. The committees are generated by student interests and ideas of service from students, teachers, and parents. MVMS has partnered with the community to provide a variety of experiences and activities for students including creating an outdoor garden with the help of local nurseries, providing Christmas gifts for every student in a nearby elementary school during the holiday with "Project Giving Tree, and collecting books to donate to schools in need. Our GreenSchool program has helped create multiple gardens throughout our campus as well as planting over 200 trees adjacent to the school.

The PTA and music boosters support student recognition activities funded by their fundraising activities and the development of partnerships. Parent volunteers support our large student population during lunch and recess as monitors, during the annual Turkey Trot, chaperone for field trips, organize and set up the "Back to School Block Party," the winter social event for students and Culture Night.

MVMS believes in ensuring collaboration and voice with all stakeholders which can only be accomplished with parents and community members taking an active role in every aspect of our school improvement goals.

3. Creating Professional Culture:

The Mount View Middle School's professional learning plan is based on the HCPSS "Strategic Call to Action: The Fierce Urgency of Now" promoting the vision to create a school where "every student and staff member embraces diversity and possesses the skills, knowledge, and confidence to positively influence the larger community" in an inclusive, nurturing academic environment promoting social and academic well-being. Interdisciplinary grade-level teams work together to review data from multiple student achievement assessments such as PARCC, MCAP, and MAP to create a School Improvement Plan (SIP) addressing ELA, Mathematics, and School Culture/Discipline.

The MVMS professional learning committee of teachers and administration work collaboratively to fulfill this plan by providing learning opportunities to enhance instruction and school culture. A cornerstone of the professional learning plan is a focus on culturally responsive teaching. Culturally Responsive Teaching (CRT) is and will be an ongoing focal point for our instructional staff. For approximately five years Mount View Middle has had a Cultural Proficiency Team, which works together to provide professional learning sessions on inclusivity, implicit bias, levels of cultural proficiency, levels of culture, understanding the brain, and microaggressions. This training takes place in small interdisciplinary teams facilitated by members of the committee throughout the day during assigned planning times.

In addition to CRT professional learning at Mount View Middle teachers are provided with supports under the SIP with sessions such as "Digging Deeper Into the SIP," and training to fulfill IEP and 504 instructional requirements. A series called "Teacher Toolbox" was offered during professional learning periods. One example of the sessions from this strand was based on the feedback of staff focused on differentiation and choice. The practices that are used for students is also utilized for staff with regard to professional learning. The committee made a shift of delivery and topics based on this feedback to increase staff engagement and enhance instructional practices. Uplifting teacher voice by leadership enhances the opportunity for students.

4. School Leadership:

Mount View Middle School has several tiers of leadership. Beginning with administration (Principal and Assistant Principal) and a leadership team that includes approximately 20 teacher-leaders. This group is made up of Grade Level Team Leaders (one per grade), Content Team Leaders (one per content area), a Technology Liaison, PBIS Coach, Student Service Member, and Special Education Team Leader.

Each member of the team leads a group of staff members throughout the year to ensure we are living the mission and school improvement goals. The leaders help to make sure that all staff have a voice in decisions, provide professional development, address student needs, and keep communication open throughout the school community. The leadership meeting format is varied to meet the needs of the expected outcome (small group or whole group). Our school leadership is a collaborative endeavor. The role of the leadership team is to model, convey, and implement an infrastructure that supports a shared vision of teaching, learning, and engagement.

Mount View Middle School leadership team's actions are grounded in common values and beliefs; we love students. The team believes that all students can learn, achieve academic excellence, and develop into caring, contributing citizens who are able to live out their dreams and passion using education as their pillar. To actualize these values and goals, the school community must come together to ensure that each student receives instruction that is engaging, relevant, and rigorous. The leadership team oversees the school-wide collaborative structure that provides teachers with the opportunity to engage in data-driven decision-making. These collaborative instructional teams anchored by leader leaders allow for the development of rigorous viable common lessons, assessments, and student engagement opportunities that enhance the learning environment.

The leadership team recognizes that "middle school" years are a time of enormous developmental growth in a child's life. The middle school student requires a supportive, nurturing environment for self-exploration and advantageous social-emotional development. The leadership team communicates a common commitment to providing students with an environment where they are intellectually challenged, supported, and engaged.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Mount View Middle School's strategy for academic success is built upon empowering students to speak up and speak out to influence their education and their community. We focus on empowering students to speak up and speak out. Staff, students, and families are vested in working together to achieve more and to flourish within the structure of the community and self.

In the classroom, student leadership manifests in course selection and classroom decisions. Teachers are guided by the "The Danielson Framework's: A Vision for Excellence," which urges teachers to engage students in their learning. Classroom activities are focused on mastery of learning objectives which allow for differentiation in how learning occurs and how it is demonstrated. Students are given choice boards for classroom activities, offered varieties of summative assessment choices for research projects. After assignments students are asked to reflect on their performance, identify areas for continued growth, and set goals for improvement. Students use these reflections to understand that the learning process is more powerful than the assigned grade.

In addition, students can extend their learning opportunities by joining GT instructional seminars which allow them to develop advanced level skills in content areas such as Photography and JavaScript which are not part of the regular curricular programming. Participating in additional school programming after-school like Science Olympiad, Math Club, Fantasy Football, FCA, Alpha Achievers, Book Club, NJHS, MVMS Drama enhances student academic performance and engagement.

Student Voice and leadership in the classroom allows students to learn to be metacognitive as to what helps them identify what brings them joy and purpose. This helps the student identify themselves as capable learners who take responsibility for their own learning. Underlying student leadership is a culture of support where students know that they have decision making an influence on the programming that contributes to their learning and the Mount View Middle School community. Our advisory program is another venue for fostering student voice and leadership. Students are paired with one of their teachers or other staff members who serve as their advisor and meets with students weekly in small groups. The students can work with their advisor to seek assistance with other classes, study for upcoming assessments, organize their class materials, work with the (IEP)case managers, participate in special Principal's advisory and engage in developing school initiatives (Green School, Chorus, Orchestra, school beautification, etc...) Our teachers have received continuous training on Restorative Practices, which further enables student voice and choice. Teachers provide opportunities in all classes for community building circles which provides students with the opportunity to offer their perspective and share their experiences. Students can request restorative circles in order to solve peer conflict and navigate peer relationships.

Students are given agency over many aspects of the school decision making. We have a robust community outreach program where students identify areas of need in our local and regional community and develop outreach programs such as food drives, toy drives, fundraisers, and elementary school visits to address those community needs. Student Government Association, open to all students, provides leadership education. Students apply those skills to solicit student input from all groups to identify areas of student concern in the school and advocate for change. Students have implemented changes in our locker policy, school-wide celebrations, green school initiatives, design school events, extracurricular activities, improve recess policy, and lunchroom changes. These changes have led to students being empowered to improve our community and school.