

Frederick County		
MVMPCS is made up of students from all over Frederick County, Maryland		
<b>FCPS School Demographics</b> Student Mobility: 12.0% FARMS: 28.6% Spec. Ed.: 10% Dropout Rate: ≤ 3.0%  <b>County Race</b> White: 82.8% Black/African Amer.: 9.4% Hispanic/Latino: 8.4% Asian: 4.5% Two or more races: 2.7%	<b>FCPL Libraries</b> Eight branches Children's Services includes: Foreign language materials DVD's Books on CD Early Literacy Stations Homework and Research Children's Programs	<b>County Education</b> High school graduate: 91/7% Bachelor's Degree: 38.8%  <b>County Languages Spoken at Home</b> English: 96.2% Spanish: 2.1% German: .7% Tagalog: .7% Asian: .3%

Monocacy Valley Montessori			
<b>Enrollment: 300 Students</b> FARMS: 13.6% Spec. Ed.: 10% Male: 52.3% Female: 47.6% ESOL: ≤ 5%		<b>Ethnicity</b> White: 65.7% Asian: 6.7% Black/African Amer.: 11.7% Hispanic/Latino: 8% Two or more races: 7.7%	
<b>PARCC English Language Arts/ Literacy</b>	Percent that partially met or did not meet expectations: 12.5%	Percent that approached or met expectations: 72.7%	Percent that exceeded expectations: 10.2%
<b>PARCC Mathematics</b>	Percent that partially met or did not meet expectations: 28.0%	Percent that approached expectations: 67.2%	Percent that exceeded expectations: 4.0%
<b>School Mission Statement:</b> Monocacy Valley Montessori School is a small, intimate and democratic learning community where children learn actively, think critically and solve problems creatively. Students' innate desire to learn is fostered using the Montessori approach: a prepared environment, hands-on materials, mixed age classes, and self-directed learning. We empower students to become responsible, confident, caring citizens who possess strong academic skills and an enduring love of learning.			
<b>School Goals:</b> <ol style="list-style-type: none"> <li>1. Increase reading scores of FARM and ethnically diverse students.</li> <li>2. Increase collaboration among grade levels.</li> <li>3. Improve technology implementation and use among teachers and students.</li> </ol>			

## **Analysis:**

AT MVMPCS we have a small collection of books that students can check out. Parent volunteers help check books in and out as well as re-shelve books. At least fifty percent of the books have been donated over the past thirteen years of the school's existence. In the last three years, help has come from a parent who also is a librarian at another FCPS school. She has helped organize the collection, weed out the oldest books, and purchase new books when money is available. Since we do not have a school librarian, circulation data is not available. The primary classes at MVMPCS have regular times to visit the library and check out books. Lower and Upper Elementary, as well as Middle School students visit the library occasionally as needed. C. Burr Artz library is within a twenty minute walk from the school and teachers will occasionally bring small groups of students to check out books as needed.

A school library is, without a doubt, an essential component to any school, and the lack of a real school library has been a point of growing concern for MVMPCS. As the members of the Governing Council begin to discuss building a new school for our growing community, rumblings about including space for a school library in the plans have surfaced. When this happens, the school will need a plan for what materials will be most needed in their new library program.

Gathering data on our school community is essential before deciding what kinds of materials we will need in our library. A library is the heart of the school; we want our students and teachers to be able to find what they need and what they want. A solid library program can improve student achievement and help meet school goals.

MVMPCS is not a tremendously diverse community, although it is still important to ensure there are books that address all of the various races and abilities in our school. Our collection should have a good representation of White, Asian, Hispanic, and African American cultures in both fiction and nonfiction resources. Since one of the school's goals is to improve reading scores for these subgroups, it is especially important to have engaging literature that would appeal to the students who identify with these different races. Since our second highest ethnicity is African American, the librarian should take care to have a good number of quality materials that include African American characters and culture.

Materials that are tailored to our special education needs are also important. We should have a good selection of large print, audio, and digital resources to accommodate those students who could benefit from them. We have a relatively small population of English Language Learners, but it would be a good idea for the librarian to make sure the library has resources in both Spanish and English for those who are. Digital resources are important for both ELL students and special education students because they can allow for enlarging the text or have text to speech features. FCPS has a subscription to Capstone and Axis 360, both of which have several free audiobooks and e-books, but the librarian should consider building up these collections as well.

MVMPCS also has a relatively low percentage of FARMS kids; however, one of our school goals is to increase the reading test scores for these students, so it should be mentioned. The librarian will want to make sure she has a wide variety of engaging fiction and nonfiction texts for these students. Nonfiction books that are easy to read, loaded with text features, have appealing graphics, and that also support the curriculum will be very helpful to these students who struggle to read. It would be

useful to have several e-readers that can be checked out by these students as well, since many of them most likely do not have many opportunities to visit their public library.

Historically, MVMPCS has had strong reading test scores. Almost 83% of the students scored at or above the expectation mark for last year's PARCC. Only 12.5% did not meet the expectations, however, these students need support. The librarian should ensure that she has a solid collection of Easy Readers and High/Low books. It would also be a good idea to spend some money on engaging reading materials like graphic novels and comic books. The more proficient readers might benefit from a collection of classic novels and age-appropriate books that have more sophisticated vocabulary and sentence structure. Math scores tend to be lower at MVMPCS because students spend a great deal of time working with materials in the elementary level and aren't always prepared for the abstraction the state tests require. The librarian should make sure there is a good size collection of books to support the Common Core math curriculum. Books on measurement, geometry concepts, and number sense could really help teachers supplement their curriculum.

The mission statement of MVMPCS says that they are "a democratic community where children learn actively, think critically, and solve problems creatively." This statement almost screams for the new library to have a Maker Space. The school librarian should make sure she has a place full of materials that encourage students to live the words of the mission statement. There should be a 3D printer, audio/visual equipment, and laptops for students to express themselves and learn creatively.

Frederick County is comprised of a majority white, English-speaking, working class people. The mobility rate is only 12% for the entire county, even with Fort Detrick being the largest employer in the county. Many of the students in MVMPCS will leave to attend a regular middle school and all of them will eventually attend a regular high school where the graduation rate is 92%. Students need to be proficient in the latest technology so they are prepared for their next school as well as for their future careers. FCPS uses Google Apps for Education, so it would be a good idea for the librarian to ensure that there are Chrome Books available for students to use. She should also have eBooks and tablets available for check out.

Finally, since MVMPCS is also a Montessori school, the collection should reflect their unique values and curriculum. Community service, responsibility, independence, cooperation, peace, and strong community are several core values of a Montessori curriculum. Books that place emphasis on these values should be a large part of the collection. Montessori teachers deliver "Cosmic Education" to their students where they start with a big picture study of the Universe and move to increasingly specific studies of the solar system, the Earth, and life on Earth. They study astronomy, geology, geography, biology, history, and cultures. The library should be stocked with books on the Big Bang, creation myths, life cycle of a star, volcanoes, evolution, early humans, ancient civilizations, cells, five kingdoms of life, and the rock cycle. There should be both fiction and nonfiction literature representing as many cultures as the librarian can find. The librarian should also work hard to find out what the students' interests are so that she can order materials that will help them solve their curiosity and love of learning.

## Works Cited

Maryland Report Card: <http://reportcard.msde.maryland.gov/Entity.aspx?k=100226>

US Census Data: <http://www.census.gov/quickfacts/table/PST045215/24021>

Statistic Atlas for Frederick County: <http://statisticalatlas.com/county-subdivision/Maryland/Frederick-County/District-8:-Liberty/Languages#overview>

Monocacy Valley Montessori Public Charter School - School Improvement Plan written by Nancy Radkiewicz

MMVPCS Website: <http://education.fcps.org/mvmpcs/mediacenter>