

St. Mary's County Public Schools

Bridge to Excellence Master Plan 2006 Annual Update

Part I



October 2006

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October 2006

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Background: Authorization and Purpose

Authorization

Education Article §5-401, Annotated Code of Maryland

Purpose

The Bridge to Excellence Act requires local school systems to reassess and revise plans as necessary and submit annual updates to the Maryland State Department of Education (MSDE) for review. The legislation requires that local Boards of Education formally approve the annual updates. MSDE can request revisions to ensure that updated plans will have the effect of improving student achievement and increasing progress toward meeting State performance targets. Ultimately, if a school system fails to demonstrate progress and fails to demonstrate evidence of planning that will have the effect of improving progress, the Maryland State Board of Education may withhold State funds from the school system.

The 2006 Master Plan Annual Update

In 2002, the State of Maryland made a commitment to reform the state of education and ensure equity and adequacy in its public schools. That commitment was enacted into legislation as The Bridge to Excellence Act (BTE), which resulted in a significant increase in State funding and gave school systems flexibility to determine the best allocation of those resources. In exchange, school systems are held accountable for the performance of their schools and their students and must demonstrate that they are making progress each year in accelerating student performance and eliminating achievement gaps.

To report its progress, each school system was required to develop, adopt, and implement a five-year comprehensive Master Plan linking funding from federal, State, and local sources to strategies designed to improve student and school performance. The Master Plan Annual Update is designed to provide the local school systems, State Board of Education, the General Assembly, and other members of the public with results of the impact that BTE legislation is having on school system, school, and student performance and how those results are being achieved.

The State of Maryland is a leader in educational reform. It is an exciting time to be involved in this reform and by thinking differently about how education can be provided, how resources can be allocated, and how children can learn, we are creating a world-class model. Our ability to report on our progress through this master planning process encourages the continuation of financial support to advance our progress and build capacity to sustain it.

In 2006, local school systems are entering their fourth year of implementing the five-year Master Plan. The 2006 Annual Update guidance is designed to serve as a support structure for identifying and replicating Master Plan successes and as a catalyst for change where performance data indicate that progress is not sufficient. Engaging in this type of reflection and action at this phase of Master Plan implementation is fundamental to student performance acceleration and achievement gap elimination in 2006 and every year thereafter.

**Bridge to Excellence Master Plan
2006 Annual Update**

(Please include this sheet as a cover to the submission indicated below)

Part I: The Content— Due: October 16, 2006

Local School System Submitting This Report: St. Mary's County Public Schools

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2006 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



Signature (Local Superintendent of Schools)

10-11-06

Date



Signature (Local Point of Contact)

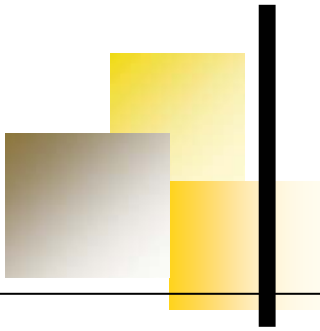
October 11, 2006

Date

Local Planning Team Members

Please use this page to identify the members of the school system's Bridge to Excellence Master Planning Team. Where applicable, please include their affiliation with the local school system.

Name	Affiliation/Title with Local School System
Mrs. Linda J. Dudderar	Chief Academic Officer, BTE Point of Contact
Mr. J. Bradley Clements	Chief Operating Officer
Mr. Daniel L. Carney	Chief Financial Officer
Mrs. Kathleen M. Lyon	Executive Director of Student Services
Mr. Jeff A. Maher	Director of Professional and Organizational Development
Dr. Edward T. Weiland	Director of Human Resources
Mr. Theo L. Cramer	Director of Academic Support
Dr. Charles E. Ridgell, III	Director of Curriculum and Instruction
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Ms. Marilyn E. Mathes	Director of Special Education
Mr. William C. Caplins	Director of Information Technology
Mrs. Regina H. Greely	Supervisor of Data Warehouse, Instructional Technology, and Library Media
Mrs. Janis R. Taylor	Supervisor of School Improvement and Strategic Planning



PART I: The Content

Annual Review of Goals, Objectives, and Strategies



Executive Summary to the 2006 Annual Update

St. Mary's County Public Schools (SMCPS) is at the tipping point in our quest to move our school system from good to great. A new superintendent brought new ideas in the 2005-2006 school year. New leadership led to a reorganization of central office staff, aligning talent to task, and brought about a new way of doing business. There was a change in leadership at twenty percent of our schools and new leadership teams were created to tap into the talent of our leaders, targeted to the needs of our schools. Our new, streamlined mission statement requires that we know the learner and the learning, expecting excellence in both. We commit to educating all students, accepting no excuses and building our organization on rigor, relevance, respect and positive relationships. The renewed energy and focus in our school system has created an epidemic of targeted improvement and strengthened relationships.

We are focused on student achievement and ensuring that our students meet rigorous standards. As we strive to accelerate the learning for all students while eliminating achievement gaps among student groups, we recognize that we continue to have those achievement gaps. We are addressing those gaps in performance. Strategies and actions are in place to eliminate the gaps. We are data driven, using our new data warehouse, Performance Matters. We have quarterly action plans, at the grade level and department level, to ensure that the strategies of the Master Plan and School Improvement Plans are making it into the classrooms and changing instruction one student at a time. We are targeting resources to needs, assuring that decisions are made to put form to function and talent to task. We have reconsidered traditional schedules for learning, particularly at the middle school level, and are creating learning communities where students will have a balanced approach to literacy and mathematics and will profit from learning in different learning environments. We have established a Middle School Task Force that will bring forth recommendations to the superintendent that will establish a vision and plan for middle school instruction with implementation planned for the 2007-2008 school year. In spring, 2007, we will embark on a similar task with our high schools seeking a reformation of that structure. We are beginning a journey that will lead to Science, Technology, Engineering and Mathematics (STEM) Academies at an elementary, middle, and high school, in a feeder path, to enhance opportunities for learners in those content areas. We endeavor to address a wide range of student abilities and learning modalities. As a part of the STEM consortium, we will partner with the Naval Air Station, Patuxent River and with the Patuxent Partnership to bring extended year opportunities as well as new programs via a Department of Defense program. These rekindled partnerships will enhance the learning and the learners.

We have taken an aggressive approach to ensuring that all teachers are highly qualified and have 93.3 percent of our teaching staff meeting the highly qualified status. That places us second in the state for that indicator of success. This is the 2005-2006 data and all indicators suggest that we will exceed this percentage this school year.

We have made good progress in 2006. We have numerous indicators of that progress. Throughout this report, you will find charts and tables that provide the data numbers that

quantify our success. Each of these numbers represents a child. Each child represents the future. So the quality of instruction and the quality of the curriculum is infinitely important to our students and to our community. This annual update will celebrate those successes, honestly confront the challenges, identify strategies and programs that will address our challenges, and provide specific information as to how our resources are being distributed to support our priorities. We will address the fiscal climate and the challenges that we face as we strive to move from good to great.

Abundant Good News

Students at the elementary level made substantial progress both in reading and mathematics, exceeding 80% proficiency for both measures (reading 80.7% and mathematics 82.1%). The percentage of students moving from Proficient to Advanced is increasing.

Students at the middle school level made progress in both reading and mathematics, exceeding 70% proficient for reading (73.3%) and making an 8.8 percentage point gain in mathematics to achieve 64.3% proficient. Again, the number of students moving from Proficient to Advanced increased.

Three elementary schools are ranked within the state's top 100 schools as measured by the percentage of students reaching the advanced level on the Maryland School Assessment (MSA). We strive to move every student to the next level of proficiency and, in moving from good to great, will move more and more students from Proficient to Advanced.

As we look at student groups and at grade level data, we find good news about the achievement gap. In the area of reading at the elementary level, when comparing the scores of African American students with the scores of White students, the growth rate was higher at grades 3 and 5 for African American students (+6.8 percentage points, +8.4 percentage points) than for their White counterparts (+4.7 percentage points, +0.6 percentage points). Mirroring the results of our African American students, the Economically Disadvantaged students exhibited an increase in percent proficient at grade 3 (+4.8 percentage points) and grade 5 (+6.3 percentage points). In the area of reading, Special Education students made impressive gains (+12.4 percentage points) in grade 3. At grade 5, Special Education students again showed good progress (+8.7 percentage points). At grade 4, we continue to face challenges in all subgroups.

In the area of reading at the middle school level, when comparing our African American students with their White counterparts, African American students narrowed the gap in grades 6 and 7 (+1.9 and +11.5 percentage points) as compared to their White counterparts (+0.6 and +9.2 percentage points). At grade 8, White students made good progress (+4.4 percentage points) whereas African American students had negative growth (-0.6 percentage points). Economically Disadvantaged students made significant growth in grade 7 (+12.8 percentage points) but had negative growth in grades 6 (-4.0 percentage points) and 8 (-1.1 percentage points). Special Education students made impressive gains in grade 6 (+5.9 percentage points) and grade 7 (+3.7 percentage points). In grade 8, however, student progress was stagnant (-0.1 percentage points).

In mathematics, students in the African American, Economically Disadvantaged, Special Education, and White student groups made progress at all grade levels. Significant progress was made with the American Indian student group at grades 4, 6 and 7. This, however, is a very small student population, representing 104 students PreKindergarten-12. Gains were also noted for students in the Asian student group at grades 6 and 8 as well as Hispanic students in grades 4, 6, 7 and 8. Limited English Proficient students (100 students PreKindergarten-12) made progress in grade 4.

At the high school level, progress is noted for performance in all content areas measured by the High School Assessment (HSA). We exceeded the state average in all tested areas. In biology, we moved from 66.1 percent proficient to 80.1 percent proficient (+14). In government, we moved from 67.2 percent proficient to 79.8 percent proficient (+12.2). In English, we moved from 60.1 percent proficient to 67 percent proficient (+7). In algebra, we moved from 58.3 percent proficient to 70.2 percent proficient (+11.4). In addition, all student groups for all four High School Assessment (HSA) assessments made progress with the exception of American Indian/Alaskan Native students who had a decline in algebra from 2005 to 2006. This student group is comprised of eight students across the three high schools.

We scored above both the state and national averages for the SAT exam.

We had 1,848 students enrolled in the 21 Advanced Placement (AP) courses offered, an increase of 385 over the prior year enrollment. SMCPs administered 1,822 AP exams with 746 scoring 3 or higher, an increase of 147 scores of 3 or higher over 2004-2005.

Significant progress is being made with respect to providing a safe and orderly learning environment in our schools. There were no persistently dangerous schools identified in SMCPs. There were no elementary schools with 18% (state standard) suspensions. Twenty of twenty-five school sites experienced a decline in the number of office discipline referrals (ODRs). Out-of-school suspensions declined by 13.9 percentage points in the school system. Suspensions declined in 6 of the 8 participating Positive Behavioral Interventions and Supports (PBIS) schools. Five PBIS schools were identified as exemplar schools. Suspensions for sexual harassment declined 4%. Suspensions for African American students were reduced by 11%. Additionally, the community was engaged in our character education initiatives by the creation and distribution of character education posters to our Chamber of Commerce members.

Our attendance rate continues to rise with an improved status at all levels. Elementary students have exceeded the state standard (94%) for all four years, achieving 95.2 % in 2005-2006. There was a 9% reduction in the number of students who were absent 20 or more days. The number of habitual truants decreased by 3.5%. Seven of eight secondary schools improved their attendance rate. Attendance for African American students, White students, and Special Education students increased at all instructional levels. High school attendance increased for all but one student group (American Indian/Alaskan Native).

Challenges That Must Be Addressed

A number of important challenges remain. Although our achievement gap is narrowing, the gap remains for many subgroups and most particularly for African American students, Economically Disadvantaged students, and Special Education students. Special Education students in particular, although making progress each year, will need to substantially accelerate that progress in the next several years to demonstrate Adequate Yearly Progress (AYP).

We have two elementary schools in school improvement status and a middle school in corrective action status. We are currently a school system in improvement for special education reading and await the outcome of AYP for our school system for this school year.

We are concerned that 82.1% of our students exit grade 5 proficient in mathematics, yet only 64.3% of our students exit grade 8 at proficient. The decrease (17.8 percentage points) must be addressed. The decrease in reading proficiency (7.3 percentage points) from grade 5 to grade 8 is also of concern.

We are looking at the instructional program at grade 4, particularly in reading, to determine why the positive indicators of success for African American, Economically Disadvantaged, and Special Education students at grades 3 and 5 did not follow through in grade 4. We are looking at all components of the instructional program and implementing specific instructional interventions.

In middle school, grade 8, in the aggregate and all subgroups the data shows a decline or stagnation. We are taking an in depth look at the program and infrastructure at grade 8 to seek out the root cause.

Our percentage of students graduating from high school, although above the required annual measurable objective, dropped in 2005-2006 for all students. There was a significant decrease in the number of Economically Disadvantaged students who graduated from high school. We did, however, see an increase in the number of African American students who graduated, as well as an increase for American Indian students and Asian students.

Likewise, our percentage of students dropping out of school rose and now exceeds the state satisfactory standard of 3.00%. Our increase for all students was troubling; most significant again was the increase in the percentage of Economically Disadvantaged students dropping out, which is now 6.55%. Of greatest concern is the percentage of Special Education students dropping out and that rate grew from 1.38% to 5.08%. Our data also indicates that males (5.08%) are more than 1.5 times as likely to drop out as females (2.87%). As we increase the rigor and the requirements, we must find more refined strategies to address the challenge for these student groups to meet those requirements, stay in school, and graduate.

We are pleased with our progress this year on the High School Assessments in the four content areas tested. We still have many students who are not passing the test. The gap for these student groups although narrowing, still remains. Of particular concern is the performance of our

Special Education students. In that student group, between 60% and 70% of students are not passing these assessments.

In elementary and middle school, as measured by the Maryland School Assessment (MSA), the gaps are closing for all grade levels and all subgroups with the exception of reading in grade 8. We are encouraged by the performance in grade 7 reading where substantial gains were enjoyed this year.

Although we have made gains in attendance at all instructional levels, we have not met the standard established by MSDE for middle or high school. Of greatest concern is attendance at the high school level for students in our Special Education, Economically Disadvantaged, African American, and American Indian subgroups where student attendance is less than 90%.

In the area of technology, our greatest challenge is in regard to the funding of our technology plan. SMCPs is currently operating with a state approved technology plan that will allow us to meet the state standards, address 21st century learning expectations, and provide the necessary tools and human resources to support the goals of the Master Plan. Because the plan is not fully funded, the hardware, infrastructure, and personnel are not maintained at a level for SMCPs to be competitive and effective in our use of technology to meet student instructional needs. In order to maintain the current 3:1 student to computer/AV ratio, SMCPs would require a one-time fund of 1.9 million dollars. Additionally, SMCPs would require a 1.5 million dollar yearly increase in its operating budget to maintain the life cycle replacement without implementing any additional technology initiatives. SMCPs is integrating the MSDE Student Technology Standards, Teacher Technology Standards, and School Administrator Standards into many activities. SMCPs has recently begun adding additional technology professional development on the products (Microsoft Office, Internet Explorer, Data Analysis via the SMCPs Data Warehouse, etc.) common at all our sites. We have provided a variety of online resources (UnitedStreaming, SIRS, WorldBook) through the assistance of Education Technology grants, yet these dollars are not expected to continue.

We must continue to work toward building effective communication networks with all of our community stakeholders to assure that we are meeting the needs of the community in educating their children. The superintendent's Blue Ribbon Task Force to Eliminate the Achievement Gap provided a wonderful forum for very targeted community input, where clear and specific recommendations were made for implementation.

Demographics

Our student demographics have not changed to any degree over many years. Our student population is comprised of the following student groups: 74% White, 26% Minority, 22% Economically Disadvantaged, 12% provided service through Special Education and .6 % defined as English as a Second Language. We serve 16,667 students. SMCPs employs 2,118 staff, 1,200 of which are teachers.

Fiscal Resources and Distribution Decisions

Our operating budget for FY 2007 totaled 138 million dollars. Our wealth per pupil is \$243,399, ranking us as 15th in the state. The published per pupil expenditure for St. Mary's County Public Schools is \$8,181*, ranking us 21st in the state. Last year, per pupil wealth was \$235,373, ranking us 15th; the per pupil expenditure was \$7,968*, ranking us 17th in the state. This data point is trending in the wrong direction to support moving our school system from good to great. (*Published in the 2004-2005 MSDE Fact Book.)

While we realized a 13 million dollar increase in revenue in the 2006 school year, as provided by the State of Maryland (8 million) and our county commissioners (5 million), a challenge continues. A significant portion of the new revenue was allocated to funding the negotiated agreement for our certificated and non-certificated staff; for increases in the cost of health care for our employees; for the increased cost of fuel to support the transportation of our students and to heat the buildings; as well as, for the increased cost of electricity. After accounting for these costs, there was \$700,000 to fund any additional staff, resources, programs, and initiatives to support our more than 16,000 students.

The addition of a data warehouse system and the yearly cost to fund the development, implementation, and analysis of county assessments and the further cost of the infrastructure and professional development to support this initiative has been significant. The cost includes \$25,769 in assessment and scan sheets, \$24,000 for scanners, and \$7,000 in professional development. This new initiative is an important component of our plan to move from good to great.

Completing the mandated full day kindergarten (FDK) initiative a year early and providing a paraeducator in each kindergarten classroom has been a major budgetary priority. The human resource cost coupled with the cost of the construction of classrooms and the furniture, equipment, and materials to start up a new program have again had a major impact on the budget. In this final phase of implementing the FDK initiative, teacher costs in FTEs were \$342,720, \$25,000 in furniture for the new classrooms, and \$10,000 in Materials of Instruction.

This year, as the HSA became mandatory for graduation, we added a HSA remediation teacher at each high school.

As we begin building the FY 2008 budget, we are recommending a revision to our Master Plan strategy of providing department chair/instructional leader positions at each high school. We are now recommending the creation of HSA Lead Teachers (educators responsible for three HSA classes who will take on the role of content and remediation specialists). They will provide direct instruction to students through remediation groups as well as coaching and mentoring teachers in implementing the core program. They will also maximize the impact of the data warehouse and data analysis at the student level.

An additional position at each middle school, Academic Dean, will focus on the academic program exclusively and the consistent implementation of curriculum and the aligned instructional program. They will monitor the instruction to assure that the needs of all students

are met. The Academic Dean will oversee professional development for the individual site ensuring fidelity of all programs, consistent implementation of all core content instruction, and the creation and implementation of action plans for students based on the data.

Tough Decisions

SMCPS is at a crossroads. Publicly addressing the tough issues is an essential component of our strategic planning. We are ready to expand our existing programs and introduce new initiatives. We are constrained, in part, by the increasing cost of day-to-day operations balanced with the need to make change in program and practice. In order to balance the need for improved student programs within a challenging economic climate, we have had to make tough choices, redirecting funds and making difficult decisions about reducing requested programs. In the FY 2007 budget, we had to realign staffing to target support to the neediest schools, taking staff from higher achieving schools. Additionally, the FY 2007 budget eliminated the HSA remediation teachers (only funded one per high school/requested three), additional counselors, and pupil personnel workers positions as well as increased funding for professional development training and technology. Current staffing positions were eliminated in order to fund changes:

- a supervisory position was given up to fund the Director of Curriculum and Instruction
- paraeducator position was used to fund changes in environmental education staffing
- 2.6 Fine Arts positions were given up to offset High School physical education and art and physical education positions at the White Oak Secondary Center
- a speech therapist position was given up to fund a speech/language assistant.

We believe that we need to provide each school and each student with the tools and resources necessary to move to the next level. New funding formulas will need to be created and implemented, in order to include the previously mentioned requested initiatives and reinstate lost positions, as well as to provide funding for

- a potential charter school,
- STEM Academies,
- increased rigor and accountability at the high school level,
- additional PreKindergarten classrooms,
- the recommendations of the Middle School Task Force,
- the recommendations of the Achievement Gap Task Force,
- after school programs, particularly at the middle school level, and
- continuation of effective strategies and programs in place.

Focus

Throughout the 2006 Update, references to changes in program and practice, based on recent assessment information of student performance, are provided. This reflects the strength of the strategic planning process where data from student assessments throughout the year immediately impact the instruction in the classroom. Throughout the Master Plan Update, references to consistency and fidelity address our clear focus on a unified approach across all schools. In the past, we believe that the lack of consistency and fidelity, in part, impacted our results.

The clear alignment of our five *Bridge to Excellence* Goals with the superintendent's 15 Point Plan of Priorities has led to a strategic plan that is focused on targeting improvement and intervention efforts to specific students and student groups based on assessment data. This focus will impact our quest to eliminate the achievement gap.

We are focused on early childhood education with the completion of our full day kindergarten initiative, the addition of another three-year-old class within the Judy Center Program, and five additional sessions of PreKindergarten. This will provide 130 additional students with early intervention opportunities this year. These are all Tier I and Tier II students who are in great need of the early intervention. Our priority of assuring that all children are reading by the beginning of grade 3 will be impacted by early intervention.

We are investing our resources in our assessment program across all grade levels which includes our data warehouse system, the creation of formative assessments for all contents and at all grade levels, and the scoring of and reflection about those assessments by teams of teachers in order to monitor student learning.

We are ramping up the rigor of coursework and providing accelerated learning opportunities for all students. We have put particular emphasis on this priority in our secondary schools. Efforts continue at the high school level to support student achievement that prepares students to score a 3 or higher on the Advanced Placement exams. A new model for middle school reading was implemented with new curriculum maps and instructional resources. *Connected Mathematics*, with an emphasis on cognitively guided instruction, was fully implemented in our middle schools.

Professional Development has taken center stage in our school system and assumes a priority status as we move the system forward from good to great. The success of programs and initiatives depends on the capacity of staff to deliver effective instruction and to meet the needs of each student. Professional development efforts at each school have been designed to be job-embedded and with follow-up, based on an analysis of student achievement data. School improvement plans have a specific, well-defined professional development plan based on each specific objective area. The newly developed Department of Professional and Organizational Development has been established to provide targeted professional development for schools based on these articulated needs to eliminate the achievement gap.

We have formed a Middle School Task Force to define recommendations for a new model at middle school. A High School Task Force will convene mid-year that will generate specific strategies for instructional improvements as well as dropout and graduation rate initiatives.

We continue to meet our class size cap initiated by the Board of Education in 1994.

We have enriched our partnerships with business and community organizations, the faith community, and the military base and local government contractors.

We have improved the communication within our organization as well as with parents and community partners using our automated telephone system, enhancing our web page,

establishing a local educational television channel (Channel 96), providing more forums for parent and community input, and providing greater opportunity to communicate directly with the superintendent.

We are striving to provide our students with access to academic experiences that will expand their knowledge, prepare them each year for the next level of learning, and assure that they can be competitive as they move beyond high school to their next endeavor.

Current Year Variance Table - 2006 Master Plan Update
Local School System: St. Mary's County

*This table will also be transmitted electronically.

	FY 2006 Current Approved Budget	FY 2007 Original Approved Budget	Change	% Change
	(\$ in Thousands)			
Revenues:				
Local Appropriation	\$ 62,634	\$ 67,811	\$5,177	8.27%
Other Local Revenue	\$ 7,822	\$ 3,846	(\$3,976)	-50.83% *
State Revenue	\$ 70,638	\$ 78,618	\$7,980	11.30%
Federal Revenue	\$ 9,498	\$ 8,815	(\$683)	-7.19%
Other Resources/Transfers	\$ -	\$ -	\$0	
	\$ 150,592	\$ 159,090	\$ 8,498	5.64%
				\$ 8,498,000
Change in Expenditures:				
LEA Master Plan Goal 1: Student Achievement				
NCLB Goal:	Chief Academic Officer		(13,137)	Offset by elimination of Deputy Sup
NCLB Goal:	Director of Curriculum		-	Offset by elimination of Supervisor
Mid-level	Supervisor		9,338	Offset by reduction of Tech Specialist
	Coordinator (0.2FTE)		11,914	
	IRT (0.1FTE)		6,717	Grant rollover
	IRT (0.6 FTE)		13,455	Coverted hourly position
Elem	K-teacher (6.0 FTE)		238,020	5 new and 1 grant rollover
	Teacher (1.0)		39,670	Increased enrollment
	Para-educator (2.0)		35,152	Grant rollover
	Teachers (3.0 PE/Art/Vis Art)		119,010	Support to full-day K
MS	Teacher (1.0)		39,670	Increased enrollment
	Teacher (1.0 Orchestra)		39,670	Increased enrollment
	Counselor (1.0)		45,660	Increased enrollment
HS	Teacher (3.0)		119,010	HSA remediation
	Teacher (0.5)		19,835	Annualized from '06 budget
Forrest Cen	Teacher (2.0)		79,340	Two new programs
	Teacher (1.0)		45,660	Increased enrollment
White Oak	Teacher (1.0 Art)		-	Offset from MS allotment
	Teacher (1.0 PE)		-	Offset from MS allotment
Child care	Para-educators (3.0)		50,340	Coverted hourly positions
	MOI and textbooks		201,596	
	Data warehouse		5,796	
All	Other		(1,684)	
Special Ed	Teachers (4.0)		158,680	Increased enrollment
	Para-educators (3.0)		50,340	Increased enrollment
	Other special ed		79,800	
NCLB Goal:	Subtotal - Goal 1		\$ 1,393,852	
LEA Master Plan Goal 2: Stu Acheiv - non-English speakers				
NCLB Goal:	ESOL Teachers (4.0 FTE)		-	Moved from other Catagories
NCLB Goal:	Para-educators - hourly (ESOL)		32,400	
	Consultants (ESOL)		5,000	
NCLB Goal:	Subtotal - Goal 2		\$ 37,400	
LEA Master Plan Goal 3: Recruit/Retain Teachers				
NCLB Goal:	Consultants (salary study)		-	Offset by reduction elsewhere
NCLB Goal:	Misc changes in the program		11,800	
NCLB Goal:	Subtotal - Goal 3		\$ 11,800	
LEA Master Plan Goal 4: Safe Schools				
NCLB Goal:	Executive Director reclassification		6,805	Delta
	PPW reclassification		12,800	Delta
	Psychologist (0.05)		3,276	
	Psychologist reclassification		72,450	
	Counselor summer work		1,820	
	Home Hospital		5,000	
	Travel Home/Hospital		6,000	
	Non-public placement		185,000	
	Other Pupil Services		6,070	
	Non-public placement		185,000	
	Nurses (3.0)		105,650	Partially offset by reduction in contract nurses
	Travel Home/Hospital		200	
	White Oak nurse's office		2,000	
NCLB Goal:	Subtotal - Goal 4		\$ 592,071	
Mandatory/Cost of Doing Business:				
(Not captured elsewhere)				

Increases in negotiated contractual agreements - salaries	\$ 4,683,734	
Increases in negotiated contractual agreements - benefits	\$ 1,592,571	Balance shown in FTEs
Transportation	\$ 178,687	
Utilities	\$ 641,296	
Nonpublic Special Education Placements	\$ -	Included in local goal
Costs associated with opening a new school or newly renovated school (please itemize)	\$ -	
Additional Positions for Enrollment Growth or Class Size reduction initiatives - may	\$ -	Included in local goal
Charter Schools		
Other items deemed necessary by the local board of education	\$ -	
Subtotal – Mandatory/Cost of Doing Business	\$ 7,096,288	
Other (must not exceed 10% of Change in Total Revenue)	\$ 46,368	
Less reduction in Restrict Programs	\$ (679,779)	
Total (must equal the Change in Total Revenue)	\$ 8,498,000	-

* SMCPS had to increase the amount of Fund Balance cited in FY-06 to meet rising energy costs.
We do not see the need for that in FY-2007 -

**Prior Year Variance Table
(Comparison of Prior Year Expenditures)**

St. Mary's County Public Schools

	FY 2006 Original Budget 7/1/2005	FY 2006 Actual Budget 6/30/2006	Change
Revenue			
Local Appropriation	\$62,634,000	\$62,634,224	\$224
State Revenue	\$69,892,000	\$69,945,389	\$53,389
Federal Revenue	\$2,450,000	\$2,477,690	\$27,690
Other Resources/Transfers	\$15,000	\$0	(\$15,000)
Other Local Revenue*	\$3,079,296	\$4,539,890	\$1,460,594
Total General Fund	\$138,070,296	\$139,597,193	\$1,526,897
Restricted Funds	\$8,969,293	\$10,994,812	\$2,025,519
Total Revenue	\$147,039,589	\$150,592,005	\$3,552,416

Expenditures

LEA Master Plan Goal 1: Student Achievement			\$4,183,722
Description	Planned Amount	Actual Amount	Change
-0.2 Librarian (kindergarten para offset)	(\$11,874)	(\$13,070)	(\$1,196)
0.3 FTE Title I Supervisor	\$27,490	\$32,574	\$5,084
0.5 FTE Secretary Title I	\$23,615	\$23,985	\$370
-1.0 FTE Compensatory Ed. Admin (A/P offset)	(\$88,200)	(\$88,818)	(\$618)
-1.0 FTE Leadership Intern (A/P offset)	(\$88,200)	(\$90,724)	(\$2,524)
1.0 FTE Programmer/Analyst	\$76,530	\$74,021	(\$2,509)
1.0 FTE T V Programmer	\$76,530	\$65,851	(\$10,679)
1.0 FTE Technology Integrator (Educational)	\$59,740	\$53,798	(\$5,942)
1.0 FTE Technology Specialist	\$56,850	\$64,260	\$7,410
1.0 IRT Pre-school Special Ed	\$53,080	\$84,536	\$31,456
-1.0 Technician (Career and Tech teacher offset)	(\$56,850)	(\$60,095)	(\$3,245)
1.6 FTE Middle school classroom teachers	\$84,928	\$94,033	\$9,105
-1.8 Elem classroom teacher (HS and para offset)	(\$95,544)	(\$105,458)	(\$9,914)
10.5 FTE Kindergarten Teachers	\$557,340	\$687,752	\$130,412
2.0 FTE Special Ed Elementary Ed teachers	\$106,160	\$0	(\$106,160)
2.0 FTE Special ED Middle school teachers	\$106,160	\$124,972	\$18,812
3.0 FTE Paraeducators	\$97,950	\$88,637	(\$9,313)
32.0 FTE Paraeducators	\$1,044,800	\$88,773	(\$956,027)
4.0 FTE Assistant Principals (A/P)	\$254,580	\$350,465	\$95,885
5.0 FTE Vocational/Technical/Career teachers	\$266,540	\$305,545	\$39,005
9.6 FTE Elementary classroom teachers	\$509,568	\$598,015	\$88,447
9.6 FTE High school classroom teachers	\$509,568	\$627,760	\$118,192
Assessment software	\$2,500	\$268	(\$2,232)
Consultants	\$127,884	\$127,460	(\$424)
Contracts (Environmental Ed.)	\$10,000	\$10,252	\$252
Data Warehousing	\$140,000	\$138,968	(\$1,032)
Freshman football	\$21,000	\$9,198	(\$11,802)
Gifted and Talented	\$7,609	\$10,144	\$2,535

Hourly paraeducator for Environmental Ed	\$18,500	\$18,060	(\$440)
HS summer school	\$12,000	\$0	(\$12,000)
Materials of Instruction	\$76,399	\$0	(\$76,399)
Other LEA	\$186,384	\$353,939	\$167,555
Summer science camp	\$10,685	\$26,132	\$15,447
LEA Master Plan Goal 3 Quality Teachers			\$62,230
Description	Planned Amount	Actual Amount	Change
1.0 Account Clerk	\$47,230	\$48,264	\$1,034
Extra pay for extra duty	\$15,000	\$14,000	(\$1,000)
LEA Master Plan Goal 4 Safe and Orderly Schools			\$542,045
Description	Planned Amount	Actual Amount	Change
1.0 FTE Guidance middle school	\$59,370	\$86,121	\$26,751
1.0 FTE LPN	\$38,500	\$15,693	(\$22,807)
1.0 FTE Mentor Safe and Drug Free Schools	\$53,080	\$74,974	\$21,894
1.0 FTE Pupil Personnel Worker	\$80,910	\$19,658	(\$61,252)
1.0 FTE Registrar	\$47,230	\$44,837	(\$2,393)
1.0 FTE Safety Advocate (high school)	\$91,660	\$47,935	(\$43,725)
1.0 FTE Secretary	\$39,370	\$40,473	\$1,103
2.0 FTE Registered Nurses	\$124,900	\$116,099	(\$8,801)
Summer Center	\$1,000	\$0	(\$1,000)
Summer work for nurses	\$6,025	\$5,386	(\$639)
Other			\$68,822
Description	Planned Amount	Actual Amount	Change
Other	\$15,276	\$84,098	\$68,822
Mandatory/Cost of Doing Business			(\$1,304,403)
Description	Planned Amount	Actual Amount	Change
Bus contracts	\$361,000	\$658,203	\$297,203
Salary increase & Fixed Charges	\$7,600,000	\$6,130,694	(\$1,469,306)
Utilities	\$753,000	\$620,700	(\$132,300)
Total			\$3,552,416

* Includes Fund Balance

Prior Year Variance Table – Analyzing Questions

Instructions:

Please respond to the following questions using the information provided in the Prior Year Variance Table.

Revenue Analysis

- 1. Did actual revenue meet expectations as anticipated in the Master Plan for 2005? If not, identify the changes and the impact any changes had on the FY 2006 budget and the system's progress toward achieving master plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis**

Actual Revenue exceeded expectations. The material changes in "Revenue" occurred in "Other Local Revenue." Over \$840K of the difference is attributable to our increased use of "Fund Balance." We cited "Fund Balance" as a source of revenue to offset the deficit created by rising energy costs. By using fund Balance to cover these unforeseen expenses, we did not cut expenditures elsewhere to eliminate the structural deficit. Thus, we were able to execute the budget initiatives that supported the master plan goals stated in the 2005 update.

Other increases in revenue came from:

- Interest Income - \$361K due to rising interest rates
- Canceled accrual - \$113K due to a MSDE audit
- Non-public placement - \$39.5K offset by an increase in expenditures for non-public placement (state source)
- Quality Teacher Incentive - \$23K offset by an increase in the number of teachers paid the incentive (state source)
- JROTC - \$50K offset by an increase in the cost of instructors for the program (federal source)

The only areas where we saw decreases in revenue were:

- Foundation - \$20K – census figures (state source)
- Impact Aid - \$26K – census figures (federal source)

This reduction in revenue amounted to \$46K from both sources. It did not adversely impact our program. We made up the difference from the favorable variance in Interest Income.

Analysis of Actual Expenditures

- 2. Please provide a comparison of the planned versus actual expenditures for each local goal provided in the Prior Year Variance Table. Identify changes in expenditures and provide a narrative discussion of any changes (by local goal). At a minimum, the narrative should describe any changes that occurred along with an explanation of the change and the funding implications.**

Master Plan Goal 1

The most significant change in our estimate for Goal 1 was in the cost of paraeducators (-\$956,027). We zero based our FTEs and reprogrammed took the paraeducators needed from other areas without adversely impacting the programs involved. A portion of that savings was reprogrammed to cover the increased cost of teachers and school based administrators (Assistant-principal \$95,885, Voc Ed Teachers \$39,005, Elem. Teachers \$88,447, and HS Teachers \$118,192). The increased costs were attributable to actual vs. budgeted salaries.

Master Plan Goal 3

In the aggregate, this Goal met budget. The increased cost of the FTE (due to actual vs. budgeted salary) was offset by a reduction in the expenditures related to extra pay for extra duty.

Master Plan Goal 4

All material variations in this goal were due to budget vs. actual salary costs. The funding was sufficient to achieve the goal.

Salary increases and Fixed Charges

Again, this variance is due to actual vs. budgeted salary expenses. It is our normal procedure to budget for a new FTE at the Step 5 level. Every time we hire a new teacher below Step 5 level, we “save” money. Additionally, as personnel retire, we replace them with people who obviously have less seniority and thus lower salaries. We achieve the goal at a lower price.

ATTACHMENT 1 - TOTAL REVENUE STATEMENT (Current Expense Fund)						
*This table will also be transmitted electronically.						
Local School System: St. Mary's County			2006 Annual Update			
REVENUES			Original Approved FY 06 Budget	Final FY 6 Actual Revenue	Original Approved FY 07 Budget	
Note: Do not include revenue for School Construction Fund, Debt Service Fund, or Food Service Fund.						
LOCAL APPROPRIATIONS	1.1.01.00		\$ 62,634,224.00	\$ 62,634,224.00	\$ 67,811,488.00	
OTHER REVENUE*	1.1.05.00		679,296.00	4,539,890.00	\$ 2,328,251.00	
STATE REVENUE						
Foundation	1.1.20.01		51,626,144.00	51,606,443.00	56,781,663.00	
Economically Disadvantaged (Comp Ed & EEP)						
	1.1.20.02		8,445,636.00	8,445,636.00	9,824,641.00	
Special Education**	1.1.20.07		4,918,144.00	4,957,637.00	5,735,545.00	
LEP	1.1.20.24		313,920.00	308,599.00	343,413.00	
Transportation	1.1.20.39					
Guaranteed Tax Base	1.1.20.25				196,946.00	
Transportation	1.1.20.39		4,573,074.00	4,573,074.00	5,010,124.00	
Governor's Teacher Salary Challenge	1.1.20.56					
Other (specify)***			1,062,401.00	746,436.00	\$ 725,428.00	
TOTAL STATE REVENUE			\$ 70,939,319.00	\$ 70,637,825.00	\$ 78,617,760.00	
FEDERAL REVENUE						
Title I-A - Local System Grants			2,036,252	1,663,915	1,846,705	
Title I-A - School Improvement			169,551	121,190	167,055	
Title I-B1 - Reading First						
Title I-B3 - Even Start						
Title I-C - Migrant Education						
Title I-D - Neglected and Delinquent						
Title I-F - Comprehensive School Reform						
Title II-A - Teacher Quality			727,948	581,024	728,549	
Title II-D - Education Technology			38,490		20,902	
Title III-A - Language Acquisition			23,628	10,265	21,413	
Title IV-A - Safe & Drug-Free Schools			76,045	65,094	58,669	
Title IV-B - 21st Century Learning Centers			640,000	597,405		
Title V-A - Innovative Education					18,928	
Title VI-B2 - Rural & Low-Income Schools Prog.						
Title VIII - Impact Aid			2,000,000	1,974,093	2,000,000	
Homeless Children and Youth			24,200	24,200		
IDEA - Special Education			3,190,907	3,129,846	3,060,837	
Perkins Career and Technology Education			177,039	177,039	168,573	
Other (specify)***			1,267,890	1,153,700	723,361	
TOTAL FEDERAL REVENUE	1.1.30.00		10,371,950	9,497,771	8,814,992	
OTHER RESOURCES/TRANSFERS****	1.1.99.99		\$ 14,800	\$ -	\$ -	
TOTAL REVENUE			144,639,589	147,309,710	157,572,491	
PRIOR BALANCE AVAILABLE	1.1.40.00		2,400,000	3,282,295	1,517,705	
TOTAL REVENUE, TRANSFERS AND FUND BALANCE			147,039,589	150,592,005	159,090,196	
*Tuition, payments and fees, earnings on investments, rentals, gifts and other non-state, non-federal revenue sources.						
**Should include state revenues from formula funding as well as non-public placement funding						
***Add lines as needed for all other fund sources in the Current Expense Fund.						
****Nonrevenue and transfers.						
						Rev. 2/2006
		Budget	Actual	FY-2007		
Other Revenue - State	Environmental Education	\$ 5,000	\$ 5,000	\$ 5,000		
	NTBS Certification	\$ 10,000	\$ 26,000	\$ 10,000		
	Misc Grants see attached	\$ 1,047,401	\$ 715,436			
Other Revenue - Federal	Dept. of Defense	\$ 330,000	\$ 335,060	\$ 330,000		
	JROTC	\$ 120,000	\$ 168,538	\$ 120,000		
	Misc Grants see attached	\$ 817,890	\$ 650,102	\$ 273,361		
Other	LEA transfer	\$ 14,800				

ATTACHMENT 2 - TOTAL EXPENDITURE STATEMENT (Current Expense Fund)

*This table will also be transmitted electronically.

2006 Annual Update

Local School System: St. Mary's County Public Schools

TOTAL SUMMARY BY CATEGORY **

Category	Original Approved* FY 06 Budget	Final FY 06 Actual Expenditures	Original Approved FY 07 Budget	FTE Staffing FY 07 Budget
201 Administration	\$ 3,425,644	\$ 3,347,642	\$ 3,356,866	38.00
202 Mid-level Administration				
Office of the Principal	7,909,906	7,836,856	8,213,067	128.00
Administration & Supervision	2,554,205	2,552,870	2,997,567	39.10
203 Instructional Salaries	55,659,354	54,959,793	59,561,843	1,105.65
204 Textbooks & Instructional Supplies	2,934,014	2,820,241	3,301,182	
205 Other Instructional Costs	635,956	622,909	739,772	
206 Special Education	13,464,732	13,744,685	14,592,442	258.50
207 Student Personnel Services	1,001,438	1,015,863	1,046,416	14.00
208 Health Services	1,169,981	1,143,135	1,326,444	26.00
209 Student Transportation	9,789,326	10,511,868	11,000,980	21.50
210 Operation of Plant	9,946,925	10,524,072	11,551,088	150.00
211 Maintenance of Plant	2,888,019	2,979,951	3,127,628	42.20
212 Fixed Charges	25,731,659	21,780,314	28,682,122	
213 Food Service				
214 Community Services				
215 Capital Outlay	958,856	941,110	999,654	7.50
Undistributed Federal Funds				
TOTAL EXPENDITURES/FTE	\$ 138,070,015	\$ 134,781,309	\$ 150,497,071	1,830.45

* Does not reflect budget amendments approved by local jurisdictions during the fiscal year.

** Does not include Restricted Funds - Expenditures or FTEs

Rev. 2/2006

ATTACHMENT 3 - TOTAL FULL-TIME EQUIVALENT STAFF STATEMENT

*This table will also be transmitted electronically.

2006 Annual Update

Local School System: St. Mary's County

POSITION TYPE	FY 06 Budget	FY 07 Budget
Superintendent, Deputy, Assc, Asst	2.00	1.00
Directors, Coord., Superv., Specialists	41.38	42.40
Principal	25.00	25.00
Vice Principal	37.00	37.00
Teachers	1,021.00	1,045.20
Therapists	25.00	25.00
Guidance Counselor	39.00	40.00
Librarian	28.00	28.00
Psychologist	6.70	6.75
PPW/SSW	7.00	7.00
Nurse	22.00	25.00
Other Professional Staff	10.40	12.40
Secretaries and Clerks	107.00	107.00
Bus Drivers	17.00	17.00
Paraprofessionals	196.00	204.00
Other Staff	203.70	207.70
TOTAL FTE STAFF	1,788.18	1,830.45

Rev. 2/2006

NCLB Performance Goals

GOAL 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Indicators 1.1 and 1.2: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts and mathematics on the MSA.

Copy and paste or insert the data table, which reflects 2005 and 2006 Elementary and Middle performance by grade band, subject area, and subgroup. Use this table to identify where progress is being made in accelerating performance and closing achievement gaps or where challenges in doing so persist.

Level	Subject Title	SubGroup Title	2005			2006		
			Proficiency Count	Tested Count	Proficiency Percent	Proficiency Count	Tested Count	Proficiency Percent
Elementary	Reading	All Students	2743	3489	78.6%	2769	3431	80.7%
		American Indian	22	27	81.5%	14	19	73.7%
		Asian	82	86	95.3%	78	84	92.9%
		African American	368	657	56.0%	364	631	57.7%
		White	2209	2641	83.6%	2248	2615	86.0%
		Hispanic	62	78	79.5%	65	82	79.3%
		FARMS	569	958	59.4%	514	853	60.3%
		Special Education	326	587	55.5%	338	568	59.5%
		Limited English Proficiency	45	59	76.3%	39	49	79.6%
	Mathematics	All Students	2682	3489	76.9%	2822	3436	82.1%
		American Indian	19	27	70.4%	13	19	68.4%
		Asian	80	86	93.0%	79	85	92.9%
		African American	339	657	51.6%	378	631	59.9%
		White	2184	2641	82.7%	2283	2619	87.2%
		Hispanic	60	78	76.9%	69	82	84.1%
		FARMS	551	958	57.5%	537	855	62.8%
		Special Education	291	587	49.6%	337	567	59.4%
		Limited English Proficiency	48	59	81.4%	38	50	76.0%

Level	Subject Title	SubGroup Title	2005			2006		
			Proficiency Count	Tested Count	Proficiency Percent	Proficiency Count	Tested Count	Proficiency Percent
Middle	Reading	All Students	2567	3579	71.7%	2686	3664	73.3%
		American Indian	6	14	42.9%	16	22	72.7%
		Asian	70	85	82.4%	79	95	83.2%
		African American	318	671	47.4%	384	740	51.9%
		White	2116	2739	77.3%	2140	2723	78.6%
		Hispanic	57	70	81.4%	67	84	79.8%
		FARMS	420	883	47.6%	441	869	50.7%
		Special Education	157	465	33.8%	154	451	34.1%
		Limited English Proficiency	20	33	60.6%	14	30	46.7%
	Mathematics	All Students	1987	3579	55.5%	2355	3663	64.3%
		American Indian	4	14	28.6%	12	22	54.5%
		Asian	63	85	74.1%	82	96	85.4%
		African American	210	672	31.3%	295	739	39.9%
		White	1663	2738	60.7%	1910	2722	70.2%
		Hispanic	47	70	67.1%	56	84	66.7%
		FARMS	288	883	32.6%	350	869	40.3%
		Special Education	92	465	19.8%	127	449	28.3%
		Limited English Proficiency	17	33	51.5%	19	31	61.3%

Based on the Examination of the Performance Data for the Indicators in this Goal Area:

- 1. Describe where progress in moving subgroups toward the indicators and goal is evident. In your response, please identify progress in terms of grade levels, subject areas, and subgroups.**

Reading

Grade 3

The aggregate in grade three showed progress moving 4.8 percentage points of students from Basic to Proficient. The disaggregated data reflects gains in proficiency with these subgroups: White students 4.5 percentage points, African American students 6.7 percentage points, Students with Disabilities 12.4 percentage points, and Economically Disadvantaged students 4.7 percentage points.

Grade 4

The aggregate in grade four showed progress moving 5.6 percentage points of students from Proficient to Advanced. The disaggregated data reflects gains in proficiency with these subgroups: White students 3.3 percentage points and Hispanic students 10.7 percentage points.

Grade 5

The aggregate in grade five showed progress moving 5.3 percentage points of students from Proficient to Advanced. The disaggregated data reflects gains in proficiency with these subgroups: Hispanic students 4.1 percentage points, African American students 8.5 percentage points, Students with Disabilities 8.7 percentage points, and Economically Disadvantaged students 6.3 percentage points.

Grade 6

The aggregate in grade six showed progress moving 4.1 percentage points of students from Proficient to Advanced. The disaggregated data reflects gains in proficiency with these subgroups: Hispanic students 7.4 percentage points and Students with Disabilities 5.9 percentage points.

Grade 7

The aggregate in grade seven showed progress moving 4.3 percentage points of students from Basic to Proficient. The disaggregated data reflects gains in proficiency with these subgroups: White students 9.2 percentage points, African American students 11.5 percentage points, Students with Disabilities 3.7 percentage points, and Economically Disadvantaged students 12.8 percentage points.

Grade 8

The aggregate and disaggregated data showed declines or stagnation in grade eight. The disaggregated data reflects gains in proficiency with these subgroups: Asian/Pacific Islander students 6.9 percentage points and Hispanic students 1.9 percentage points, but this reflects only 24 and 26 students respectively.

Mathematics

Grade 3

The aggregate in grade three showed progress moving 4.1 percentage points of students from Proficient to Advanced and 5.9 percentage points from Basic to Proficient. The disaggregated data reflects gains in proficiency with these subgroups: White students 5.7 percentage points, African American students 6.6 percentage points, Students with Disabilities 18.5 percentage points, and Economically Disadvantaged students 2.7 percentage points.

Grade 4

The aggregate in grade four showed progress moving 10.9 percentage points of students from Proficient to Advanced. The disaggregated data reflects gains in proficiency with these subgroups: White students 9.2 percentage points, African American students 12.2 percentage points, Hispanic students 18.5 percentage points, Students with Disabilities 11.3, percentage points, and Economically Disadvantaged students 9.2 percentage points.

Grade 5

The aggregate in grade five showed progress moving 3.5 percentage points of students from Proficient to Advanced and 1.5 percentage points from Basic to Proficient. The disaggregated data reflects gains in proficiency with these subgroups: Hispanic students 16.2 percentage points, African American students 6.5 percentage points, Students with Disabilities 6.8 percentage points, and Economically Disadvantaged students 2.9 percentage points.

Grade 6

The aggregate in grade six showed progress moving 8.8 of students from Proficient to Advanced and 9.2 percentage points from Basic to Proficient. The disaggregated data reflects gains in proficiency with these subgroups: White students 9.2 percentage points, African American students 9.4 percentage points, Hispanic students 5.6 percentage points, Students with Disabilities 17.8 percentage points, and Economically Disadvantaged students 9.7 percentage points.

Grade 7

The aggregate in grade seven showed progress moving 6.8 percentage points of students from Proficient to Advanced and 9.6 percentage points from Basic to Proficient. The disaggregated data reflects gains in proficiency with these subgroups: White students 10.8 percentage points, African American students 9.8 percentage points, and Economically Disadvantaged students 9.2 percentage points.

Grade 8

The aggregate in grade eight showed progress moving 3.7 percentage points of students from Proficient to Advanced and 7.1 percentage points from Basic to Proficient. The disaggregated data reflects gains in proficiency with these subgroups: White students 7.4 percentage points, African American students 7.1 percentage points, Asian/Pacific Islander students 32.5 percentage points, Students with Disabilities 7.7 percentage points, and Economically Disadvantaged students 5.5 percentage points.

2. Identify the practices, programs, or strategies and the related resource allocations that appear related to the progress.

Structural Rationale for Successes:

- Increased instructional time:
 - Elementary schools have allotted 135 minutes of daily reading instructional time and 90 minutes of mathematics instructional time.
 - Middle schools have allotted 90 minutes of reading instruction at all grade levels (45 minutes of heterogeneous instruction and 45 minutes of homogeneously grouped literacy lab) and 90 minutes of mathematics instruction in grade 6 to fully implement a balanced mathematics program.
- Continued professional development about teacher use of instructional time in order to appropriately engage students in meaningful work with appropriate materials.
- Continued refinement of appropriately engaging students for the entire instructional block.
- Created common planning time, weekly team data analysis meetings, and an accountability process for team planning through Quarterly Team Action Plans (TAPs).
- Reduced class sizes to provide additional engaged instruction during the instructional day, eliminating student down time (goal/cap ratio 20-23 for K, 21-24 for 1-2, 25-29 for 3-8). Class size is significantly lower at Title I schools.
- Established the Department of Professional and Organizational Development as a separate department, rather than as an office within the Department of Academic Support.
- Established the position of Director of Curriculum and Instruction, PreKindergarten-12, to coordinate curriculum across the grade levels.
- Established full partnerships with the Department of Special Education and other departments. The reorganization of central office staff has increased the ability of the Department of Special Education to enter into collaborative planning with general education colleagues and to enhance the monitoring of instruction for students with disabilities.
- Created Academic Literacy classes, offering reading interventions to **general and special education students**, at all middle and high schools. Consistency in scheduling and instructional plans greatly improved in these classes during 2006 and will continue to be enhanced for 2007. The Department of Special Education has supported this **achievement** initiative through the provision of materials of instruction for interventions and **professional development**.
- All special education teachers **collaborated with general educators** by participating in focused goal setting as members of school level teams and departments.
- Initiated two behavior specialist positions to collaborate with school staffs in developing and implementing behavior intervention plans for individual students. These efforts reduced the number of children referred to more intensive levels of services and **maintained students in general education classrooms**.
- The Department of Special Education provided direct support of after school programs to provide tutoring, homework assistance, and relationship building.
- The special education program for students with Autism Spectrum Disorders expanded to the middle school level.
- The Department of Special Education fully collaborated with the Department of Professional and Organizational Development to ensure that all **professional development activities** address the needs of special education teachers and students with disabilities. This

collaboration led to consistency of training and facilitated communication among teachers which, in turn, supports co-teaching efforts.

- **Staffing for special education and related services** was established based on an analysis of the needs at each school. A reading intervention position was continued at a school in school improvement.
- All St. Mary's County Public Schools are committed to the philosophy of inclusion and co-teaching. **To promote co-teaching and collaboration with general education colleagues**, SMCPS has
 - provided professional development;
 - developed a staffing plan that supports co-teaching;
 - worked with administrators to support observations and evaluations of teachers in co-teaching environments; and
 - assisted administrators in developing schedules which offer co-taught classes for all MSA and HSA classes.
- African American students are over-represented in special education and in specific disabilities. To reduce the over-representation of minority children in special education, the Department of Special Education has engaged in numerous strategies, including:
 - the provision of early intervening services;
 - provision of literacy materials to assist in the differentiation in early childhood and primary classes to increase the development of readiness skills by at-risk students;
 - provision of research based interventions and core curriculum for all students; and
 - professional development in the differentiation of instruction using core materials and intervention materials.
- SMCPS have embraced the theories and approach of Positive Behavioral Interventions and Supports (PBIS). Schools that have implemented PBIS with fidelity to the model have witnessed significant reduction in out of class referrals. This should lead to an increase in student achievement and a reduction in the number of referrals to special education.

Materials of Instruction: All materials are on the MSDE approved/recommended list of research based programs and align with Maryland's Voluntary State Curriculum (VSC).

- Teachers have had at least one year of implementation experience to learn the programs and increase their comfort level with the programmatic expectations of the core and intervention programs.
- Teachers were provided VSC driven curriculum/core guides to ensure adequate time allotments and adequate pacing and guidance provided to instructional staff where core programs do not fully align with VSC and supplemental materials must be selected.
- Passage maps/pacing guides ensure rigor, focus, and timeline accountability.
- Core reading program (Houghton Mifflin 2005) addresses five essential areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension).
- Companion components of core reading program allow for differentiation of instruction using on, above, and below grade leveled texts.
- Implementation of research based, MSDE recommended or approved intervention programs (Foundations, Wilson Reading System, Read Naturally, Six Minute Solution to Fluency, SOAR to Success, REWARDS, Earobics, and Road to the Code) that address specific student needs.
- Implementation of *Investigations K-5* and *Connected Mathematics Program 6-8* have resulted in increased student achievement especially at the elementary level.
- Commitment to program fidelity, all programs used as intended for research based results.

Assessment and Technology:

- *Performance Matters* (PM) data warehouse allows for continuous student monitoring through data analysis and the ability to match programs to meet individual student need.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was administered to all students Kindergarten-5.
- Multiple assessments are included in PM for school staff to access including leading data (SMCPS Benchmark assessments, DIBELS, AIMSweb) and lagging data (MSA, HSA, Stanford 10/OLSAT).
- Professional Development provided on PM. Schools have multiple access and the opportunity to use on site and at home.
- Instructional down time is eliminated by matching students to appropriate interventions.
- Utilization of the Pentamotion system ensures common planning time and dedicated time for 135 minutes of reading instruction and 90 minutes of mathematics instruction, grades Kindergarten-5.

Professional Development:

- Increased opportunities for professional dialogue and data analysis among teacher teams were provided.
- Training and/or site visits for intervention programs were conducted.
- Provided training for implementation of the core programs.
- Consultants and technical assistance teams have established protocols at challenged sites.

3. Describe where challenges in moving subgroups toward the indicators and goal are evident. In your response, please identify challenges in terms of grade levels, subject areas, and subgroups.

Structural Concerns Interfering with Success/Creating Challenges:

- Despite increased instructional time, we continue to observe teachers who struggle to make effective use of time.
- It has required a year to learn and implement a productive model for team action planning where a data driven focus was consistent. Unfortunately, the common planning time was not consistently used as intended.
- In some circumstances, all staff were not fully engaged and focused on instructional practices with students.
- Although the formative assessment process was enhanced during 2006, a thorough analysis revealed a need to identify an alternative assessment for students at the middle and high school levels. The Department of Special Education worked with the Department of Curriculum and Instruction to identify the AIMSweb as the appropriate assessment.
- Effective co-teaching is critical to the success of students with disabilities, especially in preparing for the High School Assessments. In spite of our efforts, many co-taught classes continue to be taught primarily by the general education teacher with the special education teacher providing only accommodations, similar to the responsibilities of a paraeducator. Based on anecdotal data from observations, most co-teaching teams at the elementary level share responsibility for all students and have opportunities during the school day for co-planning. At the middle school level, the percentage of teams who share instructional responsibility is significantly lower and lowers again at the high school level. Improving the

quality of instruction in the general education classroom for students with disabilities has continued to be a challenge.

- Although, training has been provided in the implementation of the interventions, we have struggled to schedule and fund training in the most intensive intervention, the Wilson Reading System. This has been scheduled for October 2006.
- The Department of Special Education is responsible for ensuring that students enrolled in **nonpublic schools receive instruction that is aligned with the VSC and the Core Learning Goals** and that will prepare them for the high stakes assessments. Ensuring that these students receive the benefit of research based academic interventions, and that interventions are based on data, has been a significant challenge for special education staff.
- In spite of concentrated efforts and significant progress, the performance of students with disabilities on high stakes assessments continues to present significant concerns. Teachers report difficulty finding the time to fully collaborate with general education staff, analyze data, and plan effective, targeted instruction.

Materials of Instruction:

- Intervention programs are new and teachers did not have enough experience with them. There was an implementation dip at sites beginning to use these programs.
- Intervention materials were purchased by some school sites in an inconsistent manner compromising fidelity to the model.
- Not enough practical training was provided for the use of identified intervention programs.
- Passage maps were not fully developed for each grade level.
- There was difficulty identifying and implementing research based interventions for all levels and subjects in mathematics.

Assessment/Technology:

- More time is needed to understand and the capabilities of *Performance Matters*, as well as professional development in data analysis.
- As a system, we have made significant, research based changes that we believe will positively impact student achievement. Our structural procedures, materials of instruction, curriculum alignment, and ongoing, curriculum driven assessment are supporting us in increasing student achievement at the elementary level. As is the circumstance when new programs and research based initiatives are put into place, there is an implementation dip as school staffs struggle with understanding the program and organizing the structure for execution. This implementation dip has resulted in specific subgroups not achieving at the same rate as our aggregate population.
- However, when examining trend data for elementary students during the past four years of the MSA administrations, all groups have improved from the baseline year. While many of our students are not achieving at a satisfactory level of success, they are improving. Specifically, the number of students in grades 3, 4, and 5 in each subgroup scoring Basic has declined significantly. Conversely, the numbers of students scoring Proficient and Advanced have improved from the baseline administration year.

4. Describe the changes or adjustments that will be made along with the related resource allocation to ensure sufficient progress. Include timelines where appropriate.

Structural Changes and Adjustments:

- In the Division of Instruction, content supervisors and directors of departments within the division developed Department Improvement Plans (DIPs) and Content Area Plans (CAPs) to include specific actions, costs and timelines as well as personnel with direct responsibility for each action.
- The duties and areas of responsibilities of a supervisor of special education will be realigned to focus greater attention and to increase collaboration in the area of mathematics.
- SMCPS has established the Blue Ribbon Task Force to Eliminate the Achievement Gap. The Department of Special Education is a full participant in this task force that includes representatives from all aspects of the school system and community, ensuring that the needs of students with disabilities are considered and addressed.
- Teachers will consistently implement the newly created passage maps for reading instruction and formative assessment.
- The Department of Special Education is a full participant in the Middle School Task Force which is examining instructional models and achievement of all students at the middle school grades. The schedule for middle school language arts classes has been revised to allow students opportunities for small group instruction targeted to the specific interventions.
- In addition, a new model of instruction at the middle school level has been put into place. The ninety-minute block has been broken into two parts, ensuring that instruction in the skills and processes of reading and writing are provided. During a three day workshop in the summer of 2006, training which modeled the correct use of the instructional time targeted to various components of reading instruction was provided.
- The cross-school grade level teams are being provided with opportunities to collaborate, and the discussion is already showing increased understanding of the instruction needed to increase student achievement.
- The staff of the Department of Special Education will refine the process of **continuous improvement** including the updating of our self assessment, development of specific department goals aligned to the Master Plan, system initiatives and results of the self assessment. Members of the department will develop **individual improvement plans** that focus on improving achievement of students with disabilities. Job descriptions, duties and responsibilities will be reviewed to ensure maximum impact by all members of the department and maximum services to schools and students. The Department Improvement Plan includes **specific goals for achieving proficiency on MSA, HSA, reduction of over-representation of minorities in special education and placement in the LRE.**
- To expand our pool of **highly qualified teachers/therapists**, the Department of Special Education is in the beginning stages of discussions with representatives of colleges to develop a program leading to **certification in special education**. SMCPS has hired a bachelor's level **speech language pathologist** through collaboration with MSDE and Loyola University who is working on her master's degree.
- The Partners for Success Resource Center will offer a series of workshops to provide **parents of students with disabilities** with information relative to how they can support instruction and achievement.

- SMCPs will enhance our efforts to monitor and support students in **non-public placements focusing on returning** these students to SMCPs. SMCPs will simultaneously work to develop local supports to reduce the number of students referred to out of county placement.

Assessment and Technology:

- The expansion of additional pre-, mid-, and post assessments in PM will provide a better view of student progress and allow us to build a correlation between our assessments and MSA/HSA.
- Through PM VSC benchmark unit assessment data, we will monitor specific content area strengths and weaknesses. We will also annually review and revise our assessments to increase the quality of this tool.
- During the 2006-2007 school year, the district-created benchmark assessments in reading will be increased from two to four for grades 3-8. We will continue to train the teachers in the use of our data warehouse system.
- Assessment data for writing will be broken down into six areas and placed on the data warehouse system.
- Although the **formative assessment process** was enhanced during 2006, a thorough analysis revealed a need to identify an alternative assessment for students at the middle and high school levels. The Department of Special Education worked **collaboratively** with the Department of Instruction to identify the AIMSweb as the appropriate assessment. The purchase of the AIMSweb was funded jointly by the two departments and piloted in the spring of 2006. Plans for **consistent implementation** three times during FY 2007 have been developed and distributed to staff. We will be using the AIMSweb comprehension maze and oral reading fluency tests. Training has been provided to all middle school teachers.
- The supervisors of special education will meet regularly with the special education staff and IEP chairs of all schools to conduct on-going analysis of the instruction models being implemented and the match with the IEPs.
- The **Kurzweil screen reader technology initiative** will continue to be enhanced. All high schools and middle schools will be able to access the program through the network, **increasing access** for all students in all classes.

Materials of Instruction:

- Additional materials of instruction for the *Connected Mathematics Program* (CMP) used in grades 6-8 have been purchased for all grade levels, assuring that every student has a book for each unit of instruction. We included an additional \$20,000 in our general fund as well as working with a school system in Michigan to acquire books for CMP that were being replaced in their system through a university grant.
- In order to increase rigor and provide consistency, *The Language of Literature* (the McDougal Littell program) has been added to the grade six reading-language arts program. The series presents a more rigorous literature based program than the current series.

Professional Development:

- Professional Development needs by content areas can be identified using Performance Matters data. Data analysis will help identify the areas where students continue to struggle. We want to focus our professional development for Instructional Resource Teachers (IRT) and teachers in those areas.

- Targeted content professional development was provided in summer 2006 during a three day mathematics academy for middle school mathematics teachers. Additional all day staff development was provided on August 18 and September 22, 2006.
- Monthly professional development will be provided to Instructional Resource Teachers who in turn will provide the training at their school site.
- SMCPS Department of Special Education has entered into a partnership with the Maryland Coalition for Inclusive Education (MCIE) to develop an **inclusive model for secondary students with Autism Spectrum Disorders**. MCIE is one of six sites across the nation engaged in this multiyear federally funded project.
- A Special Education AYP grant proposal was submitted to MSDE and has been approved for funding. This project will provide **intensive training in collaboration and co-teaching** at two of the three high schools in SMCPS. The targeted schools are those that did not make AYP in reading and English in 2005. **Teams of general education and special education teachers will be trained in collaboration, inclusive practices, aligning the IEPs with the VSC and Maryland Content Standards and meeting the needs of students with accommodations.** The model developed through this project will be used for **systemic training in co-teaching**.
- The Department of Special Education will provide **targeted Professional Development** leading to enhanced understanding of the assessment data and the data driven decision making process to ensure development of **IEPs that align with the VSC and CLG** and clearly reflect the performance level of each student.

*Bolted items are in response to Special Education requirements in the BTE Master Plan Guidance on page 99.

Goal 1 (Continued):

Schools in Improvement

Questions 1 and 2 must be addressed by local school systems to satisfy the requirement that schools in improvement, corrective action, and restructuring be addressed in the Master Plan (COMAR 13A.01.01.04.07).

1. In the following table, indicate the number of schools that have been identified for Improvement (Year 1), Improvement (Year 2), Corrective Action, Restructuring (Planning), and Restructuring (Implementation) by grade band level. Indicate the number of schools *entering*, *continuing*, and *exiting* each status.

Table 1.2 Number of Schools In Improvement											
		2005					2006				
		SI-Year 1	SI-Year 2	CA	Restructuring Planning	Restructuring Implementation	SI-Year 1	SI-Year 2	CA	Restructuring Planning	Restructuring Implementation
Enter	Elementary	1					1				
	Middle		1						1		
	High										
Continue	Elementary						1				
	Middle										
	High										
Exit	Elementary	1									
	Middle										
	High										

2. Describe the measures that the school system is taking to ensure that the requirements for schools identified for Improvement (Year 1), Improvement (Year 2), Corrective Action, Restructuring (Planning), and Restructuring (Implementation) are being addressed.

The 2006 AYP status for SMCPS is:

- The elementary school in School Improvement (Year 1) made AYP and will hold in year one.
- One elementary school entered School Improvement (Year 1). The school did not make AYP in 2006 in African American and Economically Disadvantaged reading.
- One middle school advanced to Corrective Action. The school did not make AYP in 2006 in African American, Economically Disadvantaged, and Special Education reading, and Special Education mathematics.

All three schools will have Technical Assistance Teams (TAT) comprised of a Division of Instruction director, as chair, and supervisors of instruction. TATs conduct instructional walkthroughs, examine student work, review formative assessment data, as well as attendance and discipline data, and provide feedback and recommendations to the school instructional leadership team. In 2006-2007, team composition and interventions will target the underperforming areas identified by MSA 2006. TATs will meet at the school site monthly, during the school year, with the TAT leader meeting regularly with the school principal. The timeline and expectations for the TATs are as follows:

September	Review the school improvement plan, meet with the leadership team, and plan the year. Establish “look-fors” that will be used in classroom visits by this team and the school leadership team throughout the year.
October	Classroom visits focused on grade level or department, based on data review
November	Quarterly data review meeting with leadership team and key members of the school team identified as essential to the discussion. At these quarterly data meetings, the team will look at the School Improvement Plan, student work products, Team Action Plan results, school achievement, attendance and discipline data, and discuss the results of informal classroom visits.
January	Classroom visits
February	Quarterly review of mid-year data
March	Classroom visits
April	Quarterly data review
May	Classroom visits
June	Final review of data

The elementary school continuing in School Improvement (Year 1) will continue to have three additional teachers to reduce class size to allow for more individualized instruction. A second additional full time paraeducator has been designated for the same purpose this year.

The elementary school entering School Improvement (Year 1) will continue to have two additional teachers and a full time paraeducator to reduce class size to allow for more individualized instruction.

Both elementary schools have a mentor position for new teachers to provide support in areas such as lesson planning and modeling lessons.

The middle school in Corrective Action will continue to have an additional administrative position, Academic Dean, which began with the 2005-2006 school year. One additional counselor had been assigned beginning with the 2005-2006 school year. Both positions will address students' academic needs. For the 2006-2007 school year, a very successful veteran principal was moved to this school and two administrative positions were filled with distinguished leaders in our system. The new Director of Secondary Instruction, Administration, and School Improvement, a very successful secondary principal, is spending one day a week at the school. He is also the chair of the TAT.

The feeder path of the elementary school entering School Improvement (Year 1) and the middle school in Corrective Action will partner with *The Education Trust, Inc.* for the 2006-2007 school year. The Education Trust is an independent nonprofit organization whose mission is to make schools work for all of the young people they serve. St. Mary's County Public Schools, in partnership with Education Trust, will assess how we use our resources including time and talent. The Education Trust will use school level "artifacts" to examine the alignment between standards, time, and effort. Artifacts such as teacher assignments, student transcripts, and the master schedule provide critical information into the educational experience available to different students within St. Mary's County. Examining these artifacts will help St. Mary's County to isolate and remedy the systemic "choke points" that limit opportunities for students to learn at high levels. The purpose of this partnership is to address the systemic flaws that prevent rigorous instruction, accelerated learning, and the dedication to student proficiency.

The two elementary schools in School Improvement conducted an extended year (eleven month) school program. This program provides an extra month of instruction in August, just prior to the start of school. The goal of this "Jump Start" program is to provide an additional month of school beyond the regular school year which focuses on increasing student success and achievement in the areas of reading, writing, and mathematics. Students (100 at each school) are selected based on their status on MSA as well as formative measures of performance in reading and mathematics. The school day mirrors the day during the regular school year and expectations and processes are the same. This allows these students to settle in and begin the habits of mind that sometimes require recoupment at the start of a new school year.

At the middle school in Corrective Action, a summer program targeted to students not meeting proficiency on MSA and other formative measures provided accelerated learning opportunities in reading and mathematics. The four week program was held for students in grades 6, 7, and 8. The program was designed to provide more time to help students make adequate progress by giving them additional instruction and an early start on the next school year. Instructional resources were carefully chosen to support the regular instructional program and targeted to the Voluntary State Curriculum.

All three schools in Improvement will continue to have 21st Century Community Learning Centers' extended day programs. The 21st Century After School Program is a cooperative community partnership serving SMCPs students with after school programs that include intensive instruction in reading and mathematics, plus enrichment activities.

The two main partners with SMCPS are the Boys and Girls Clubs of Southern Maryland and St. Mary's College of Maryland. The key goal of the program is to reduce the achievement gap through small group instruction in reading and mathematics, using research-based materials. In addition, enrichment opportunities are provided through the Boys and Girls Club programs and their national curriculum. All sites have a full-time site leader from the Boys and Girls Clubs.

GOAL 1 (continued): By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Indicator 1.3: Percentage of Title I schools making AYP.

In the table below, report the percentage of Title I schools making Adequate Yearly Progress (AYP) each year.

Table 1.3 Number and Percentage of Title I Schools Making AYP													
	2003			2004			2005			2006			2007
School Level	Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		# of Title I Schools
		#	%		#	%		#	%		#	%	
Elementary	7	5	71	3	2	67	3	1	33	5	3	60	4
Middle													
High ¹													

¹ At the time the Annual Updates is due, 2006 AYP data will only be available for elementary and middle schools.

Goal 1 (Continued):

Local School System Improvement and Corrective Action (COMAR 13A.01.04.08)

School Systems in Year 1 of System Improvement

In the 2004 Annual Update, districts identified for **school system improvement** were required under COMAR to revise applicable components of the Master Plan as follows:

- Incorporate scientifically based research strategies that strengthen the core academic program in the schools in the system;
- Identify actions that have the likelihood of improving student achievement to meet the State's proficiency standards;
- Address professional development needs of staff in schools not making AYP;
- Include specific measurable achievement goals and targets for each of the subgroups of students;
- Address the fundamental teaching and learning needs in schools and specific academic problems of low-achieving schools;
- Incorporate as appropriate activities before school, after school, during the summer, and during an extended school year;
- Specify the responsibilities of the local school system under the plan;
- Include strategies to promote effective parental involvement in the school;
- Specify the fiscal responsibilities of the local school system in implementing the plan; and
- Identify any technical assistance grounded in scientifically based research that better enable the local school system to develop and implement its plan and work with schools needing improvement, including technical assistance requested from the Maryland State Department of Education.

For the 2006 Annual Update please provide an updated status report on the progress toward implementing the COMAR requirements. In your report, please describe the progress that is being made to exit improvement status, the challenges that the school system is experiencing, and what changes or adjustments will be made so that the school system will exit **school system improvement** status.

School Systems in Year 2 of System Improvement

In addition to providing an updated status report on the progress toward implementing COMAR requirements (outlined directly above), be sure to discuss the following systemic issues using the data reported in Goal areas as appropriate:

- ✓ The actions being taken to support **schools** moving deeper into school improvement status (Table 1.2 as evidenced by table and the results of those actions, where applicable);
- ✓ The actions being taken to ensure that the highest quality teachers are instructing in those schools with the greatest needs and the results of those actions, where applicable.

School Systems in Corrective Action

If a district is identified as a school system in corrective action, please complete the above requirements for School Systems in Year One and Year Two of Improvement. **In addition**, provide an update on how the school system has revised the applicable components of the Master

Plan to execute the corrective actions taken by the State Board of Education. In your report describe what challenges are evident and what changes or adjustments will be made so that the school system will exit **school system improvement** status. You may refer to other sections of this update as appropriate

St. Mary's County Public Schools - Year 1 of System Improvement

St. Mary's County Public Schools is in Year 1 of System Improvement. The district was identified for not making AYP in the special education category for reading in 2004. SMCPs met system improvement status in 2005, although high school special education reading and mathematics did not make AYP. If system improvement status is met again in 2006, SMCPs will exit system improvement.

The St. Mary's County Public Schools Bridge to Excellence 2005 Master Plan Update includes an analysis of performance data of students with disabilities, a review of strategies implemented to improve performance, and recommendations for the 2006 school year. In developing the 2006 Master Plan Update, the team conducted a similar review of the performance data of all students, particularly those with disabilities, and reviewed the implementation of the strategies proposed in the 2005 Update.

Analysis of 2006 Assessment Data:

The results of MSA and HSA indicate that students with disabilities at all school levels (elementary, middle and high) have made progress in all areas. In the area of reading, students with disabilities made impressive gains in grades 3 (+12.4 percentage points) and 5 (+ 8.7 points). At grade four the gains did not continue (-1.2 percentage points). Middle school students with disabilities demonstrated an overall increase of 0.3 percentage points in reading on the MSA of 2006 when compared to MSA 2005. A breakdown by grades indicates an increase of 5.9 percentage points at grade 6, an increase of 3.7 percentage points at grade 7, and an even performance at grade 8.

Elementary students with disabilities increased their proficiency rate on the 2006 mathematics MSA by 9.8 points. This reflects an increase of 6.4 points at grade 5, 17.3 percentage points at grade 4 and a 19.3 point increase at grade 3. Middle school students with disabilities also demonstrated growth ranging from 1 percent more students scoring proficiency in grade 7, 7.7 percentage points more at grade 8, and 17.7 percentage points more at grade 6.

Students who took Alt-MSA in 2006 demonstrated increased proficiency at only two grade levels (grades 10 and 6). More students at other grades scored within the basic range than had in 2005. Of the 29 elementary students taking Alt-MSA, only one scored Proficient in reading and three students scored Proficient in mathematics. In middle schools, 24 students were assessed. Six were Proficient in reading and eight were Proficient in mathematics. Thirteen high school students were assessed using Alt-MSA, seven were Proficient in reading and six in mathematics.

Although the progress on MSA and HSA has been rewarding, students with disabilities continue to perform significantly below their non-disabled peers. Progress will need to occur at faster rates if students with disabilities are to meet Adequate Yearly Progress. SMCPs is committed to

eliminating this achievement gap for all groups of students and has engaged in many initiatives during 2006 and has plans to enhance these initiatives during 2007.

Reflections of 2006 and Plans for 2007:

At the end of the 2005-2006 school year, the Department of Special Education reviewed all components of the 2006 Master Plan and the Department Action Plan for 2006. Members of the department reviewed each strategy to determine if the strategy had been fully implemented and the impact of each strategy. A review of this information, in conjunction with a review of the achievement data, led to the development of the Department Action Plan for 2007. This plan is more focused and detailed than previous plans. The Plan for 2007 reflects:

- targeted interventions to increase achievement in reading and mathematics;
- increased use of data to drive decision making;
- accountability for data collection and analysis; and
- professional development.

Following is a progress review of the components of the 2005 Master Plan Update that focused on exiting school system improvement status.

Incorporate Scientifically Based Research Strategies:

- The Department of Special Education has provided scientifically based research interventions to Academic Literacy classes at middle and high school levels and special education teachers at all elementary schools. Interventions address the five areas of literacy development and are appropriate for different performance levels.
- SMCPs has identified a research based core curriculum for literacy for all grades. The Department of Special Education has ensured that all special education teachers have access to all core curriculum materials. PreKindergarten and Kindergarten classes have been provided adapted materials based on the literacy program by the Department of Special Education for use with young children.
- On-going staff development has been made available to all teachers of language arts to ensure that materials are implemented with fidelity.

Actions That Have Likelihood of Improving Student Achievement:

- The implementation of Academic Literacy classes for all struggling readers in middle and high schools has provided students with appropriate level reading instruction.
- The number of core academic classes that are taught by co-teaching teams has increased significantly in SMCPs. One high school that instituted co-teaching throughout the English department evidenced an increase in the percentage of students who passed the English HSA by 17 points.
- Throughout 2006, technology initiatives focused on the expansion of the Kurzweil screen reader program. Not all schools embraced the technology or used it to its maximum potential. During 2007, the department will continue to train special education and general education teachers in the use of the Kurzweil in the general education classroom.
- During 2006, SMCPs purchased a data warehouse that provides teachers with immediate access to individual student data. The Department of Special Education has worked with the Supervisor of Technology to ensure that special education teachers have access to the data and that the program includes data relevant to students with disabilities, including students

who are taking Alt-MSA. SMCPs Department of Special Education will provide professional development for special education teachers in the use of the data warehouse in the development of IEPs.

- A model of differentiated staffing was instituted to ensure that highly qualified staff was assigned to schools with the greatest challenges. Positive results were noted at George Washington Carver Elementary School which made AYP in 2006. This model will be continued and expanded for 2007.
- During 2006, SMCPs created a task force to study the achievement gap. One recommendation of that task force was that each school will form a committee which will meet regularly to study the achievement of students within the student groups and to make school wide changes that will eliminate the gap. Special education teachers will be encouraged to participate in these committees at their sites.
- Technology initiatives for 2007 include a project to install SmartBoards in classes where instruction in HSA subjects is co-taught.
- The installation of Sound Field Systems in language arts classes at a middle school in improvement was completed during 2006. All teachers did not make full use of the technology. Training will be provided and expectations will be established during 2007.

Professional Development:

The Department of Professional and Organizational Development and the Department of Special Education have developed a close and effective partnership which has resulted in providing staff development that is high quality, aligned with the Maryland Model of Professional Development, and targeted to addressing the needs of students with disabilities. During 2006 these sessions addressed:

- Co-teaching
- Reading
- Alt-MSA test administration
- Aligning IEPs/VSC/Core Learning Goals
- Working with students with autism spectrum disorders
- Addressing behavioral challenges
- Integrating technology and the curriculum
- Needs of new teachers – case management, assessing students, and developing IEPs

Professional development activities planned for 2007 will advance the skills of staff in many of the same topics as presented during 2006. Specific plans for 2007 include:

- Transitioning to the on-line IEP system
- Wilson Reading System
- Co-teaching and collaboration (new model presented by CTE)
- Creating opportunities for secondary students with autism spectrum disorders (new model developed with MCIE)
- Interpreting data and applying it to the instructional decision making process
- Developing IEPs that meet IDEA 2004 standards
- Differentiation of the mathematics instructional model to better address the needs of students with disabilities

During 2007, the Director of Special Education will chair the Technical Assistance Team at an elementary school that did not achieve AYP due to the performance of students with disabilities on the reading MSA. This involvement by the Department of Special Education will provide opportunities to identify the professional development needs of the team. The department will continue to offer professional development differentiated to meet the needs of teachers and students in schools.

Specific Measurable Achievement Goals and Targets for Student Groups:

Each school in SMCPS develops a School Improvement Plan that includes targeted outcomes for each subgroup and for the student body as a whole. The Department of Special Education has developed a comprehensive Department Improvement Plan that includes specific goals to address the performance of students with disabilities on MSA, HSA, and Alt-MSA.

Additional Time for Activities:

Students with disabilities received additional instructional opportunities by participating in after school activities provided at various elementary and middle schools. The Department of Special Education, as part of its commitment to provide Early Intervention Services, supported one after school program by funding the materials, field trips and stipends for staff. Students also were provided Extended School Year and the Eleven Month School program offered at all Title I schools.

During the summer of 2006, a daily program was offered for students with autism. Middle school students had opportunities to enhance reading and mathematics skills by attending a summer school project staffed by general education and special education teachers. At-risk rising 9th grade students from the middle school which entered corrective action were provided a transitional program at the high school. They were given the opportunity to enhance their reading and mathematics skills while becoming familiar with the high school environment and staff.

Data from these extended day and year programs have been reviewed and the programs are recommended to continue for the summer of 2007. Additional opportunities for students to engage in activities rich in literacy and mathematics will be explored during the 2006 – 2007 school year.

GOAL 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Note: Since progress of Limited English Proficient (LEP)/English Language Learner (ELL) students in attaining proficiency or better in reading/language arts and mathematics was included in Goal 1 and in Title III, Part A, only a discussion of data relative to English proficiency is required here. *Where responses in this section are similar or linked to those provided under Goal 1, local school systems may reference with page numbers or copy and paste into Goal 2 response as appropriate.*

Table 2:1 Baseline Data Relative to English Language Proficiency (ELP) of ELL Students												
LAS-Links (Language Assessment Scales)	Total number and percentage of ELL students tested on the summative component of the ELP test		Total number and percentage of ELL students identified at each level of ELP									
			Low, Beginning, or Level 1		High, Beginning, or Level 2		Low, Intermediate or Level 3		High, Intermediate or Level 4		Advanced or Level 5	
	#	%	#	%	#	%	#	%	#	%	#	%
	94	100	5	5	7	7	29	31	25	27	28	30

Note: The number of LEP/ELL students combined should be equal to the total.

Table 2:2 Attainment of English Language Proficiency by LEP/ELL students			
Cohorts	LSS Target for Proficiency Attainment	(i) Students Proficient	
		Number (#)	Percentage (%)
1. Students enrolled in an ESOL program for less than 3 years.	10%	21	26%
2. Students enrolled in an ESOL program for more than 3 but less than 5 years.	80%	5	31%
3. Students enrolled in an ESOL program for more than 5 years.	100%	1	100%

Note: LEP/ELL students who transition out of the English for Speakers of Other Languages (ESOL) program are counted as having attained English proficiency.

Goal 2 (Continued):

Based on the Examination of the Data for this Goal Area:

1. Identify the practices, programs, or strategies that will contribute to the attainment of English language proficiency among English language learners.

The goal of the English for Speakers of Other Languages (ESOL) Program is to help the students with limited or no English proficiency learn enough English to function linguistically and culturally in the St. Mary's County Public School System and in American society. The education of the English Language Learner is the responsibility of the ESOL teacher, the classroom teacher, and the student.

The policy of the ESOL Program is to present an integrated approach of the four language skills: listening, speaking, reading, and writing. The program emphasizes learning English for effective participation in other classes. The students in the elementary schools use the Hampton-Brown *Avenues* series. English Language Learners in the secondary schools use the Hampton-Brown *High Point* series as their primary text. Supplemental materials are also incorporated in instruction.

The ESOL program also encourages and provides staff development opportunities so that all teachers can learn specific instructional strategies and effective standard practices for teaching the English Language Learner.

All students in PreKindergarten–12 who were born in a foreign country and/or whose home language is a language other than English will be identified and assessed for English proficiency. Students may be referred for English proficiency assessment by the school principal/assistant principal, school counselor, classroom teacher(s), ESOL teacher, student's parent or guardian, and/or the student. The ESOL teacher will examine the Home Language Survey, the school records/transcripts/standardized test scores and teacher recommendations and then speak to the student and/or parent/guardian.

The St. Mary's County Public Schools ESOL Program is primarily a pull-out program except for high school where daily ESOL classes are offered. The ESOL class is an English elective and does not substitute for one of the required English classes. For the pull out, arrangements are made with the classroom teacher(s) at each school regarding the best time to meet with the student(s). Students are seen individually or in small groups for anywhere from (depending on age) 20 minutes to 45 minutes. Non-English proficient students were seen daily and Limited English Proficient students were seen a minimum of two to three times a week.

Throughout the school year student progress will be reviewed. A progress report will be distributed to the parent/guardian of elementary and middle school students at the end of each semester. High school students will receive a quarterly progress report. In the spring all English Language Learners in the program will be administered the LAS Links (Language Assessment System by CTB McGraw-Hill) to determine proficiency level and progress.

2. Describe where challenges are evident in improving student performance. Describe how these challenges will be addressed.

The St. Mary's County Public Schools English Language Learner population is just over 100 active students. These students are widely dispersed throughout our system and represent many different languages and cultures. We have four full-time ESOL teachers and three part-time hourly teachers that serve our ELL population in all 24 schools. Instructional time can be lost due to teacher travel time. We have structured teachers' schedules to allow for the most time with students possible with blocks of time in the same school. Teachers also work with classroom teachers to provide support in the general education classroom for ELL students. Our core reading series, Houghton Mifflin, also includes a English Language Learner component.

Our immigrant population from non-English speaking households is increasing. Our ability to provide support to these families is being addressed by an ESOL part-time community liaison. This position is responsible for maintaining a cadre of translators/interpreters and responding to school requests for these services. Since it can be challenging to find speakers of the unique languages, the liaison coordinates with other state and local agencies in order to meet the needs of our students and their families. Additionally the liaison works with the Coordinator of Parent and Community Involvement to provide our families with links to other community services.

GOAL 3: By 2005-2006, all Core Academic Subject (CAS) classes will be taught by highly qualified teachers.

Indicator 3.1: The percentage of CAS classes being taught by highly qualified teachers (as defined in section 9101(23) of the ESEA).

I. Highly Qualified Teacher Trend Data

Please complete Tables 3.1 and 3.2, which collect data around classes taught by Highly Qualified Teachers. A set of analyzing questions follow the tables.

Section 1.02 Table 3.1: Highly Qualified Teacher Trend Data		
School Year	% of CAS Classes Taught by Highly Qualified Teachers	% of CAS Classes taught by teachers <u>not</u> Highly Qualified
2006-2007 (projected)	100%	0%
2005-2006	93.3%	6.7%
2004-2005	89.6%	10.4%
2003-2004	70.9%	29.9%

Table 3.2: Core Academic Subject (CAS) Classes Taught By Highly Qualified Teachers (HQT) in High Poverty ² and Low Poverty Schools By Level <i>Section 1111(h)(1)(C)(viii) defines “high poverty” school as schools in the top quartile of poverty in the State and “low poverty” schools as schools in the bottom quartile of poverty in the State.</i>			
		CAS Classes in Low Poverty Schools Taught by HQT	CAS Classes in High Poverty Schools Taught by HQT
School Year	Level	%	%
2006-2007 (projected)	Elementary	100%	100%
	Secondary	NA	NA
2005-2006	Elementary	99.1%	100%
	Secondary	NA	71.4%

² Some local school systems may not have any schools that qualify as “high poverty”.

**Table 3.3: Number of CLASSES not Taught by Highly Qualified (NHQ) Teachers by Reason:
School Year 2005-2006**

Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate		(i) Total	
#	%	#	%	#	%	#	%	#	%	#	%	NHQ Classes	All Classes
17	.6	9	.3	16	.6	47	1.7	70	2.6	36	1.3	178	2670

Based on the Examination of Data Indicator 3.1:

- 1. Describe where progress toward increasing the percentage of core academic subject classes taught by highly qualified teachers is evident. Identify the practices, programs, or strategies and the related resource allocations that appear related to the progress. (Examples of possible strategies include: prescriptive conferences, individualized professional development offerings, sponsoring HQ testing, reassignment, termination, changing classroom organization, revising instructional delivery, etc.)**

Progress toward increasing the percentage of core academic subjects (CAS) taught by highly qualified teachers can be seen in Table 3.1. The impact of this progress can also be noted in data for high and low poverty schools in Table 3.2. While this information for those teachers in CAS who are not ‘highly qualified’ is further delineated in Table 3.3 for 2005-2006, the data in previous years did provide a lens for developing successful strategies and practices which have assisted us in improving the number of teachers who have been identified as ‘highly qualified’ in CAS.

Specifically, those practices and strategies that have proved to be successful for the teachers within the St. Mary's County Public Schools system include:

- Information and training to administrators in assigning teachers in CAS with respect to teacher's certification;
- Information about applicants regarding the Maryland requirements for certification prior to a given teacher being hired in a CAS;
- Trainings for Certification and Authorized Partner (CAP) status;
- Partnership with the College of Notre Dame in a Resident Teacher Certification program in critical, local shortage CAS;
- Individual conferences with teachers whose certification does not meet the MSDE standards and developing a plan to obtain certification;
- Termination of employment if certification standards are not met;
- Reimbursement for Praxis assessments; and,
- Providing (and increasing) tuition reimbursement.

2. **Identify strategies that are specifically targeted to reduce the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by high quality teachers (Table 3.2).**
 - If strategies are duplicative of those already identified in question 1 please indicate.
 - If no strategies are specifically targeted for this purpose, please indicate.

Strategies that have been identified in Question 1, above, are crucial to reducing the gap between high poverty and low poverty schools with respect to CAS taught by highly qualified teachers. One elementary school, George Washington Carver, is identified as high poverty, and since the 2002-2003 school year, **all teachers** at that site have been identified as ‘highly qualified’.

3. **Describe where challenges are evident in increasing the percentage of core academic subject classes taught by highly qualified teachers. (e.g. critical shortage areas, special education).**

The challenges that are presented in increasing the percentage of CAS taught by highly qualified teachers include:

- Recruiting and retaining teachers in critical shortage areas identified by MSDE and locally;
- Recruiting and retaining Special Education teachers; and
- Predicting teacher turnover due to military transfers of teachers (or transfer of spouses due to military transfers), leaves of absence due to maternity or illness; retirement; unexpected resignations, etc.

4. **Describe the changes or adjustments that will be made along with the related resource allocation to ensure sufficient progress. Include timelines where appropriate.**

Overall, the strategies and practices that are currently in place and identified in Question 1 have been successful in addressing significant increases over the past three (3) years in the number of teachers who are highly qualified teaching CAS. Refinement of the strategies, increased and more timely notification to teachers with regard to their certification, and developing alternative certification programs will be key in making progress in this area. The Resident Teacher Certification program, in partnership with the College of Notre Dame, has the potential for increasing the number of ‘highly qualified teachers’ during the 2006-2007 school year. Expansion of this partnership and additional higher education partnerships will enable St. Mary's County Public Schools to continuously improve in this area.

II. Teacher Retention

This section is designed to collect data on the progress and challenges that school systems are experiencing in retaining **highly qualified** teachers.

Instructions for completing Table 3.4:

- a. Use the data available as of September 1st following each of the school years to be reported;
 - Report data for the entire teaching staff **or** for teachers of Core Academic Subject areas if those data are available.
- b. Report only teachers who **taught** in the respective school year (i.e., a teacher hired in June, 2005 for the 2005-2006 school year who resigned in August, 2005 prior to the beginning of school should **not** be included in the calculation for the 2005-2006 school year).
- c. To compute percentage for each category:
 - Numerator: The number of entire teaching staff **or** Core Academic Subject teachers leaving the system for each category
 - Denominator: The total number of entire teaching staff **or** Core Academic Subject teachers in the system

Section 1.03 Table 3.4: Attrition Rates:

Please indicate the population reflected in the data:

☐ entire teaching staff

☐ Core Academic Subject area teachers

Attrition Due To (Category) :	2005-2006		2006-2007 (Anticipated)	
	#	%	#	%
Retirement	30	2.5 %	33	2.8 %
Resignation	78	6.5 %	70	5.8 %
Dismissal/Non-renewal	5	0.4 %	3	0.3 %
Leaves	35	2.9 %	33	2.8 %

Analyzing prompt:

Describe the steps being taken by the local school system to support teacher retention.

St. Mary's County Public Schools' provides numerous incentives to retain its teachers. These include, a competitive salary and a long range plan to increase teacher salaries as a system-wide priority, as well as an excellent benefits package including health insurance, tuition reimbursement, and life insurance.

In order to build teacher capacity, SMCPS provides high quality professional development for all staff members, and partners with local colleges and universities, as well as the Southern Maryland Higher Education Center, to provide courses locally.

New teachers are provided a variety of supports including, a three-day New Teacher Orientation program, a mentor who has been provided training in coaching and mentoring skills, and a two-

year cycle of new teacher meetings. Mentors are provided meetings that occur two to three times per year to address the need for ongoing training.

GOAL 3 (continued): By 2005-2006, all students will be taught by highly qualified teachers.

Indicator 3.2: The percentage of teachers receiving high quality professional development (as defined in Section 9101(34) of ESEA and the Maryland Teacher Professional Development Standards).

Instructions:

Please identify two to four key professional development initiatives that were designed to contribute to improvement efforts under Goal 1 and for each of the initiatives, answer the questions below. For purposes of this update, a professional development initiative is defined as a set of integrated professional development activities that (1) extend over a relatively long period of time, (2) include direct follow-up in schools or classrooms, (3) provide opportunities for practice and feedback, and (4) require a substantial investment of resources.

Overview:

Professional development is a continual focus of school and system improvement efforts. This is illustrated through the reorganization within the school system, with a strong emphasis on professional development. The Director of Professional and Organizational Development is responsible for working with the Superintendent's School Support Team for guiding change efforts and supporting instructional improvement efforts.

The goals of professional development are consistent with the Master Plan and ESEA goals. Specifically, professional development initiatives are based on identified needs to build capacity for improvement related to these goals. In addition, professional development is designed using student data, examining root causes, teacher observation and performance, and school improvement targets. Therefore, specific objectives for professional development are differentiated based on the needs of teachers and schools. A key goal is to ensure that all efforts are high quality professional development that are aligned with the Maryland Professional Development Standards that are sustained, job-embedded, and meaningful work that is evaluated and monitored throughout the process. A focus on high quality professional development has been clearly articulated as an emphasis in school improvement planning and across the system.

To monitor the extent to which high quality professional development was occurring and improving, in the spring of 2006, St. Mary's County Public Schools commissioned *The Survey of Teacher Participation In High Quality Professional Development* to be administered locally, since MSDE elected not to administer the survey statewide. The survey administered in the spring of 2006 is similar to the instrument used for the 2003-2004 school year to allow for comparisons between the two survey administrations. Key findings from this survey are as follows:

- **45% of teachers reported participating in one or more of the five categories of activities that are defined as high quality activities.** This is an increase of 9% over the previous survey.
- **The high standard of professional development is consistently illustrated in response patterns.** Teacher responses ranking experiences as high quality have increased, though the standard remained high. Of particular note, the percentage of teachers who participated in job-

embedded professional development who ranked the experience as high quality increased by 9%. Participation in job-embedded professional development increased by 17%.

- **Participation in high-quality professional development increased in every content area, every grade level, and for all groups of teachers** regardless of years experience.
- **Teacher experiences that met the criteria for high quality increased in all activities.** Teacher involvement in planning and decision making, participation in activities to increase knowledge and skills, and follow-up increased in all areas.

Two examples of high quality professional development are described below. These two examples, the Assessment *for* Learning initiative and the Data Warehouse initiative, illustrate a thorough professional development experience including alignment with the system goals and follow-up experiences for staff.

Assessment for Learning:

St. Mary's County Public Schools has partnered with Dylan Wiliam, Director of the Learning and Teaching Research Center for the Educational Testing Service (ETS), and nationally-recognized leader in education, to lead a cohort of teachers through a learning and reflection process focused on Assessment *for* Learning. The concept of assessment *for* learning, rather than *of* learning is quite distinctive. In this process, teachers focus on ongoing assessments of student progress and use the information to adjust instruction in real time, rather than simply using assessments in a summative way.

1. What are the underlying student performance needs identified in Goal 1 the initiative was designed to address?

Goal 1 is all about student achievement. The cohort of teachers participating in this activity were a subset of a systemic focus on using assessments and ongoing checks of student progress to monitor learning and make adjustments to instruction. Each teacher participating in the cohort set specific achievement targets relative to their students and areas of need identified through these ongoing assessments. Specific instructional interventions and strategies were employed in the areas of questioning, feedback, setting criteria for learners, peer assessment, and self assessment. Because the cohort represented a wide spread of teachers, from PreKindergarten-12, in all areas, including special education, mathematics, reading, elementary, and fine arts, the areas of student achievement measured by each of the teachers varied.

2. What are the specific goals of the initiative in terms of student outcomes and teacher outcomes?

Goals for this initiative are connected directly with student learning. The action research component of this professional development activity allows for a variety of processes for data collection and analysis relative to the goals of increased student learning and teacher learning. One of the major points of data collection for this initiative is the journal completed by each cohort member on a bi-weekly basis. The journals are sent to Dylan Wiliam at ETS for analysis and compilation, and threads of commonality are brought back for reinforcement, clarification, and further professional development. Because each member of the cohort developed individual action plans, the data collection processes vary from person to person.

On a system-wide basis, assessment *for* learning has become an integral part of doing business. A data-warehousing initiative was implemented this school year. The data warehousing initiative is designed to assist teachers, supervisors, and administrators with the process of using assessments to guide instructional decision making. This process will allow educators to analyze students' progress relative to specific learning objectives from the Voluntary State Curriculum (VSC) on quarterly assessments and compare that progress to accountability measures such as the Maryland School Assessment (MSA) or the High School Assessments (HSA). Real-time data on students will be available to help make the best possible decisions about a student's instructional program. Teachers use these assessment data as part of the process of assessment *for* learning.

3. Who were the intended participants?

In March 2005, an action research cohort was formed with 32 educators from 12 of St. Mary's County schools. They began a 14-month-long professional development activity in collaboration with the Educational Testing Service (ETS) to guide and inform professional learning both in our own county and across the nation. The 32 teachers participating in this cohort with ETS are all part of a mentoring partnership with their colleagues. Throughout the duration of this activity, the cohort members implement their action research plans and receive coaching from their partner at the school level. In many cases second-year teachers and their mentors participated as coaching partners. Monthly cohort meetings allow for deeper professional development around the strategies of assessment *for* learning (higher-order questioning and promoting classroom dialogue, ongoing and descriptive feedback, sharing criteria with learners, and peer/self assessment) and sharing what they have learned with one another.

4. Please discuss the resources invested in the initiative.

The partnership with ETS was done at little to no dollar cost to the school system. Instead, time was invested by both professional development staff and teachers. Teachers were invited to participate in this endeavor to earn MSDE Continuing Professional Development Credit, and only minimal costs for materials were expended.

5. Did the initiative unfold as planned? If not, describe any changes to the original plans.

What we have learned through the ETS Cohort has been amplified throughout the school system. The processes of using assessments *for* learning have been replicated in several forms throughout the school system as part of the school improvement process. The tenets of assessment *for* learning are the same tenets one would hope to see in the school improvement process. Teachers use what they learn about students through ongoing, formative assessments to make instructional decisions. Teachers analyze student work and provide descriptive feedback that promotes growth and ongoing development. These processes are the same processes used in school improvement planning.

Some of the same elements of assessment *for* learning have been built into the school improvement processes. For example, Team Action Plans are developed and implemented on a

quarterly basis for each department or grade-level team that identify specific goals, assessments of those goals, professional development needs, and extension/remediation approaches as a result of the assessments.

6. What concrete evidence is available to suggest that the initiative achieved the intended outcomes for teachers and students? (Examples of concrete evidence include discernable changes in teacher knowledge and skills as measured by evaluations, as well as discernable changes in student learning as measured by improved results as measured by reviews of student work samples, formative classroom assessments, district benchmark assessments and/or state assessments.)

Program evaluation for the ETS Cohort is done in several ways. While some aspects of program evaluation are completed through workshop evaluations, the level of impact is seen truly through the action research and the classroom-based implementation of strategies. Program evaluation includes an analysis of the journals completed by participants, levels of student achievement as defined by action research projects, and levels of learning by participants. Since action research is the prevailing methodology for both professional development and program evaluation, and that process is ongoing, some conclusions are yet to be drawn. Nonetheless, the power of the process of using assessments *for* learning has already been seen.

Some of the reflections by participating teachers exemplify the power of the strategy and the shift in thinking:

I find writing comments [for feedback] that provide real insight to be laborious but I have observed a small but significant improvement in the written work of my students...I think their focus is on what they are learning rather than what grade they received as it had been in past years. (middle school mathematics teacher)

These techniques are proving to be successful! You can actually “see” the wheels turning in their minds in attempt to answer questions during writing instruction. Student engagement of the mind is increasing. (4th grade teacher)

For the Maryland School Assessment (MSA), to examine the impact, we might look at the change in scale scores from the 2005 administration to the 2006 administration. There were 7 teachers who had mathematics students who took the test the previous year, and 4 teachers (of the 7) who also gave reading to students who had the test before. The change index for mathematics was an average of 1.6 for mathematics, and .2 for reading (not significant). However, there were instances of teachers who increased the scale score by 18 points in reading and instances in mathematics. There are also those who lost ground.

Now for early childhood participants, the data was a bit different, because they did not give MSA. The national test used in grades Kindergarten-3 is DIBELS. Across the system, we saw great gains in DIBELS from beginning to end of year administration (as one would expect). However, we have only required DIBELS administration for one year, so we have no comparison of the students from previous years.

A key focus of this initiative is the focus on learning for each and every child in the system. The attention to assessment *for* learning ensures that *every* child is involved in the learning, and that instruction is adjusted to meet the learning needs of every child. The ever-present focus on the elimination of the achievement gap has had an impact on how teaching and learning is targeted to each child.

We also may want to look at this systemically. While we worked directly with the specific cohort, the emphasis was also conveyed to administrators and teachers throughout this year, and the professional development focus has remained as a systemic focus on Assessment *for* Learning. Across the system, we saw the following gains:

**Mathematics, 2005-2006
Proficient/Advanced Change Index**

Grade	All Students Change	White	African American	FARMS	Special Ed
3	+6.0	+5.8	+6.5	+2.9	+18.5
4	+9.3	+9.3	+12.1	+9.0	+11.2
5	+1.5	-0.2	+6.5	+2.9	+6.8
6	+9.3	+9.3	+9.5	+9.7	+17.7
7	+9.7	+10.7	+9.9	+9.1	+1.0
8	+7.4	+7.5	+7.2	+5.5	+7.9

**Reading, 2005-2006
Proficient/Advanced Change Index**

Grade	All Students Change	White	African American	FARMS	Special Ed
3	+5.0	+4.7	+6.8	+4.8	+12.4
4	+0.4	+3.3	-9.7	-8.5	-2.2
5	+2.1	+0.6	+8.4	+6.3	+8.7
6	+0.9	+0.5	+2.0	-4.0	+5.9
7	+8.7	+9.2	+11.8	+12.7	+3.8
8	-3.4	-4.3	-0.2	-1.0	+0.3

In high school, our High School Assessment Scores showed similar growth patterns:

SMCPS HSA SCORES COMPARISON

SMCPS (All Secondary Schools)				MD Avg.	Chopticon High School			
Content Area	2005	2006	Gain		Content Area	2005	2006	Gain
Algebra	58.3	70.2	<i>11.9</i>	66.6	Algebra	57.9	74.1	<i>16.2</i>
Biology	66.1	80.1	<i>14.0</i>	67.8	Biology	73	81.1	<i>8.1</i>
Government	67.2	79.8	<i>12.6</i>	74.2	Government	67.2	80.1	<i>12.9</i>
Leonardtwn High School				MD Avg.	Great Mills High School			
Content Area	2005	2006	Gain		Content Area	2005	2006	Gain
Algebra	49.5	62	<i>12.5</i>	66.6	Algebra	33.1	58.3	<i>25.2</i>
Biology	75.3	83.4	<i>8.1</i>	67.8	Biology	43.3	75.2	<i>31.9</i>
Government	76.3	85.4	<i>9.1</i>	74.2	Government	56.7	72.8	<i>16.1</i>

SMCPS student scores for the Algebra/Data Analysis HSA jumped from 58.3 percent passing in 2005 to 70.2 percent passing in 2006. This surpasses the Maryland state average of 66.6 percent and is the first time SMCPS has been in front of the state. All disaggregated student groups saw significant gains in achievement. Of special note, Special Education students rose 13.5 points and African American students gained 12.3 points.

Passing scores for the Government HSA rose from 67.2 percent in 2005 to 79.8 percent in 2006. This 12.6 point increase placed SMCPS in front of the state's passing rate of 74.2 percent. Again, all student groups showed marked increases and outpaced the aggregate's growth. African American students' passing scores showed the largest increase, jumping 21.2 points, and Special Education students' scores rose 12.8 points.

The highest pass rate was 80.1 percent on the Biology HSA, up from 66.1 percent in 2005. This bested the state's pass rate of 67.8 percent by 12.9 points. On this test as well, student groups showed remarkable increases with African American students leaping forward by 26.5 points and Special Education students gaining 20.2 points over their 2005 scores.

Each participant completed a summary report of their work, and connected it to both student learning and teacher learning. As on teacher put it in her end-of-year reflection:

In the end, I learned more from this process than I had ever imagined. I am a better instructor now that I have refined my thinking about assessment. This process has not only improved my thinking inside the classroom but also outside of it. As teachers, we all participate in the Teacher Performance Assessment System. I participated in this assessment system for 2 years without ever fully understanding exactly what is meant when it identified formative and summative assessments. After 3 years I can honestly say I finally get it! Thanks!

- 7. Does your review of progress under Goal 1 suggest the need for any modification to the initiative? If so, please describe the planned modifications for 2006-2007 and include the timeline for the modifications and anticipated dates for achieving the intended outcomes for teachers and students.**

For 2006-2007, another cohort has been instituted and already has begun its work. No Major programmatic changes are being instituted for this initiative.

Data Warehouse Initiative:

St. Mary's County Public Schools invested both time and money in a comprehensive data warehouse, run on the *Performance Matters* platform, Clearview. *Performance Matters* is SMCPs' data warehouse that stores lagging and leading data and provides analysis of formative assessments in order for the teachers, school administration, and district administration to improve student learning through *effective, timely* decisions. In order to ensure that the staff was prepared to utilize the data warehouse effectively, a systemic professional development plan was initiated.

- 1. What are the underlying student performance needs identified in Goal 1 the initiative was designed to address?**

The data warehouse initiative connects directly with Goal 1 in that the goals associated with the data warehouse are purely student achievement goals. *Performance Matters* allows teachers and administrators to directly access both lagging (e.g., MSA, HSA) data and leading (e.g., benchmark) data. It is clearly connected with both the Master Plan Goal 1 and the superintendent's priority to eliminate the achievement gap.

- 2. What are the specific goals of the initiative in terms of student outcomes and teacher outcomes?**

For this professional development initiative, the goals for students are to increase student proficiency on measures of achievement, for *all* students, and to provide instructional interventions for individual students in areas identified. For teachers, the goals are connected with the analysis of student data, but also include the goal of increasing staff proficiency in using the data warehouse. In addition, a new set of administrator evaluation standards was implemented which cite both the need and emphasis on using technology for both data analysis and instructional leadership. Therefore, an expectation was placed for this tool to be utilized fully. As a companion to school improvement planning, the data warehouse was to be utilized for planning and conversation with teachers as a part of the grade-level and team action planning.

- 3. Who were the intended participants?**

All teachers and administrators participated in professional development. Teachers in grades 3-8 and the HSA courses were provided with more detailed training because of the abundance of data available for them. For example, more data was readily available and usable for middle

school mathematics than for high school music. This year, quarterly assessments and end-of-course assessments for more areas are being added, and other national tests are being embedded.

4. Did the initiative unfold as planned? If not, describe any changes to the original plans.

The plan from the beginning was to “go slow to go fast.” This indeed happened. Initially, in October 2005, administrators were introduced to Performance Matters and its general capabilities. This was immediately followed up with a two-day seminar with Kathy Gemberling focusing on understanding data in order to make informed instructional decisions about each student. By the first week in November, all administrators and school leadership teams had hands-on training in navigating and using the system. During January and February, all teachers and professional staff engaged in a similar professional development sequence and began utilizing the data warehouse. School-based training and follow-up ensued, with the implementation of team action plans and collaborative teams. These teams were required to develop quarterly action plans (with review monthly) using the data from local assessments. Therefore, the plan to initiate and institutionalize the data warehouse was accelerated.

5. What concrete evidence is available to suggest that the initiative achieved the intended outcomes for teachers and students? (Examples of concrete evidence include discernable changes in teacher knowledge and skills as measured by evaluations, as well as discernable changes in student learning as measured by improved results as measured by reviews of student work samples, formative classroom assessments, district benchmark assessments and/or state assessments.)

The data warehouse initiative and concomitant professional development program were successful both in terms of the institutionalization and the impact on instruction. Teachers now had readily available data on student achievement tied directly to student objectives in the VSC. The data reflected above in the *Assessment for Learning* description is attributed to this focus system wide. It is not by accident that these two initiatives are connected. Rather, it is a concerted, focused effort concentrating on identifying learning gaps for each and every child and meeting those instructional goals.

6. Does your review of progress under Goal 1 suggest the need for any modification to the initiative? If so, please describe the planned modifications for 2006-2007 and include the timeline for the modifications and anticipated dates for achieving the intended outcomes for teachers and students.

Based on the success of this initiative, we will continue with the ongoing professional development and support for teachers as they use the data warehouse for instructional decision making. New teachers have been involved in training as part of the induction process, and the initial system-wide professional development for all staff provided emphasis on this ongoing initiative.

GOAL 3 (Continued): By 2005-2006, all students will be taught by highly qualified teachers.

Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Please complete the following table.

Table 3.5: Percentage of Qualified Paraprofessionals Working in Title I Schools								
2003-2004			2004-2005			2005-2006*		
Para-Professionals #	Qualified Para-professionals #	Qualified Para-professionals %	Para-professionals #	Qualified Para-professionals #	Qualified Para-professionals %	Para-professionals #	Qualified Para-professionals #	Qualified Para-professionals %
50	12	24%	46	42	91%	50	48	96%

* Use data submitted on August 12, 2006 Title I Participation Report.

Based on the Examination of Data for this Indicator:

1. Describe where progress toward increasing the percentage of qualified paraprofessionals is evident.

The number and percentage of highly qualified paraeducators in Title I schools has increased each year. The data for the 2006-2007 school year will show that all of 100% of the paraeducators are highly qualified.

2. Identify the practices, programs, or strategies and the related resource allocations that appear related to the progress.

St. Mary's County Public Schools provides reimbursement for the Parapro Praxis test and tuition reimbursement for all paraeducators to reach the standards established by MSDE to be highly qualified. Paraeducators are also provided the opportunity to participate in all professional development opportunities offered for MSDE credit. The eligibility of all of the applicants for vacancies is determined by meeting these standards prior to their being considered and hired.

3. Describe where challenges toward increasing the percentage of qualified paraprofessionals are evident.

While all of the paraeducators in Title I schools are highly qualified, maintaining the pool of candidates may present challenges in the future.

4. Describe the school system's plan for overcoming the identified challenges along with the related resource allocation to ensure sufficient progress. Please include timelines where appropriate.

Continued successful practices, such as reimbursement for the ParaPro test and tuition, as well as continued support through the Department of Professional Development will be key factors in maintaining this standard.

GOAL 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Indicator 4.1: The number of persistently dangerous schools, as defined by the State.

In Maryland, a ‘persistently dangerous’ school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent or more of the total number of students enrolled in the school, for and of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault [Code of Maryland Regulations (COMAR) 13A.08.02.18B(4)].

Please complete the following table:

1) Table 4.1: Number of Persistently Dangerous Schools				
2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
0	0	0	0	0

Note: Issues associated with Safe Schools are also discussed in Additional MSDE Requirements: Safe Learning Environments and Attachment 11: Title IV, Part A – Safe and Drug-Free Schools and Communities.

Additional MSDE Reporting Requirements:

SAFE LEARNING ENVIRONMENTS

Schools Meeting 2-1/2 Percent Criteria for the First Time

A school must be placed on 'probationary status' if each year for a period of **two consecutive school years**, the total number of student suspensions for more than 10 days or expulsions equal to 2-1/2 percent or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault (COMAR 13A.08.01.19A).

In Table 4.2, identify all schools that met the 2-1/2 percent criteria for the first time at the end of SY 2005-06.

Table 4.2: Schools Meeting 2-1/2 Percent Criteria for the First Time			
2) School	2005-06 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
None			

Analyzing Question:

Where first-time schools were identified, what steps is the school system taking to reverse this trend and support the identified school(s) from moving into probationary status?

IB. Probationary Status Schools

In Table 4.3, please identify all schools that met the criteria at the end of SY 2005-06 for placement on 'probationary status', as defined above, in SY 2006-07.

Table 4.3: Probationary Status Schools			
3) School	2005-06 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
None			

II. Suspensions and Expulsions for Sexual Harassment, Harassment, and Bullying

In Table 4.4, please provide trend data for suspensions/expulsions due to sexual harassment, harassment, and bullying.

Table 4.4: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying				
Offense	SY 2002-03	SY 2003-04	SY 2004-05	SY 2005-06
Article II. Sexual Harassment	14	35	32	15
Harassment	17	30	21	21
Bullying				7
1) Total	31	65	53	43

Analyzing Question:

1. What actions is the local school system taking to prevent/reduce incidents of sexual harassment, harassment, and bullying?

St. Mary's County Public Schools has a multi-pronged approach to reducing incidents of bullying and harassment. Students in grades 3 through 9 receive instruction in one of two researched-based curriculums: Steps to Respect (elementary) and Second Step (secondary). Seventh and ninth grade students demonstrated an increased knowledge of sexual harassment and assault issues after receiving skills-based training. Classroom discussion was used to evaluate the effectiveness of the lessons.

All school system staff, including bus drivers, is trained annually on bullying and harassment prevention and reporting requirements. Targeted professional development was provided to all assistant principals, substitute assistant principals, counselors, behavior management center staff, and pupil services staff relative to bullying and harassment prevention and intervention strategies.

Brochures were made available to all schools to share with students and parents relative to sexual harassment.

Each school implemented the bully and harassment recording law by providing the bully/harassment forms to students and parents and by investigating any reported incidents.

We have also placed cyber bullying awareness information on our school system website to assist parents with this relatively new form of bullying.

The Sexual Assault/Sexual Harassment grant was utilized to purchase a variety of counseling and classroom instruction materials focused on bullying and harassment prevention.

A bullying survey was created and administered in the spring. The data will be used to assist each secondary school with identifying the frequency, location, and type of bullying that is occurring. 2005-2006 data shows a 1% increase in the number of referrals generated and a decrease of 4% in the number of suspensions. This is indicative of the increased awareness level and early intervention by teachers, counselors, and school-based administrators. The combined area of bullying and harassment saw an increase from 21 total suspensions last year to 28 this year. This is directly related to the recent training and the increased attention to this area by providing bullying forms at each school and on our website.

III. Elementary Schools with a Suspension Rate That Exceeds 18 Percent

Each county Board of Education and the Board of School Commissioners of Baltimore City shall require an elementary school that has a suspension rate that exceeds 18 percent of the elementary school's enrollment to implement: positive behavioral interventions and support program (PBIS); or alternative behavioral modification program in collaboration with the Department (Section 7-304.1, Education Article, Annotated Code of Maryland).

(b) Table 4.5: 18 Percent Suspension Rate in Elementary Schools					
SY 2003-04		SY 2004-05		SY 2005-06	
Number of Elementary Schools	Number With a Suspension Rate that Exceeded 18%	Number of Elementary Schools	Number With a Suspension Rate that Exceeded 18%	Number of Elementary Schools	Number With a Suspension Rate that Exceeded 18%
16	0	16	0	16	0

In **Table 4.6**, please provide the following information for those schools identified in Table 4.5 that have **NOT** implemented PBIS or an alternative behavioral modification as required by law.

Table 4.6: Non-PBIS Schools			
School Name	SY in which suspensions exceeded 18%	State reason for noncompliance	Provide a timeline for compliance
None			

IV. Overall Progress Toward Establishing and Maintaining a Safe Learning Environment

1. Describe the progress that the school system has made toward establishing and maintaining a safe learning environment.

The St. Mary's County Public Schools experienced numerous successes with regard to establishing and maintaining a safe learning environment.

- Twenty of twenty-five schools experienced a decline in the number of office discipline referrals generated.
- Suspensions for the system declined by 13.9%. Eight schools participate in PBIS and five of those schools were identified as PBIS exemplar schools. Suspensions were reduced in six of eight PBIS schools.
- Suspensions for bullying and harassment declined by 4%.
- Seventh and ninth grade students demonstrated an increased knowledge of sexual harassment and assault issues after receiving skills-based training regarding harassment.

- One hundred percent of school staff received training to increase their knowledge of key issues related to harassment. Suspensions for African American students accounted for 39% of student suspensions which is an 11% reduction from the previous year. School nurses returned 85% of all students and 82% of injured students to class after assessment and intervention in order to keep students in class and experiencing high quality instruction.
- No schools are identified as persistently dangerous.
- No elementary schools have suspension rates that exceed 18%.

2. Identify the practices, programs, or strategies and the related resource allocations that appear related to the progress.

PBIS has had a positive impact on the eight schools where it is being implemented. This program is funded through several grants and is led by school psychologists and pupil personnel workers. Monthly reviews of discipline and attendance data by Pupil Services Teams have resulted in improvements in attendance and discipline. Peer mediation is in place in all of our high schools and one middle school. Student training is supported by local funds and a portion of one grant. Saturday school is supported by the Safe and Drug Free Schools Grant and helps to reduce the suspension rate. Each school has an in-school suspension program which allows students to continue with instructional materials under the direction of a staff member while experiencing a consequence for negative behaviors that disrupt instruction.

An Evening Counseling Center is staffed by school counselors and school psychologists to provide individual and family counseling on academics, behavior and attendance.

The White Oak Secondary Center provides an alternative educational environment for those students who cannot succeed in larger comprehensive high schools. This center is funded through local dollars as well as with some federal special education dollars.

Professional development initiatives also support our safe learning environment. Bullying and harassment prevention and identification training was provided for all staff with a focus on counselors and assistant principals. Child abuse, sexual harassment and suicide prevention and reporting training is provided to all staff annually. Assistant principals and teachers-in-charge receive annual training on student discipline and legal requirements.

With regard to direct instruction, research-based materials are used to support classroom activities. Our school system has used Safe and Drug Free Schools and the Sexual Assault/Sexual Harassment (SASH) prevention funding to purchase items such as *Steps to Respect*, *Second Step*, and *Bullyproofing your School*. Lessons are provided by counselors as needed in PreKindergarten through grade 2. A minimum of three to five lessons are required at grades three through nine and are taught by either the counselor or the health education teacher. Through the SASH prevention funds, a brochure on harassment was created and distributed to all students in grades seven and nine.

Providing parents with information is another key factor in maintaining a safe learning environment. The Department of Pupil Services section of the school system's website was

updated to include information on cyber bullying and an article was written by the local newspaper. The Bully reporting form was placed on the website and provided to all schools for use by teachers, counselors, nurses, and administrators who may come in contact with students or parents who are reporting bullying or harassment.

Character education continues to support our goal for a safe and orderly learning environment. Posters were created by our graphic arts students that will be distributed to local businesses. These posters alert all who enter that the owner hires persons of character.

During the 2005-2006 school year, school-based administrators and pupil personnel workers reviewed discipline data for students with disabilities on a monthly basis. This review sparked dialogue about these students' behavioral needs and generated new strategies for changing behavior.

3. Describe the challenges that exist and the school system's plans for overcoming those challenges along with related resource allocations.

Students with Disabilities and African American students continue to be suspended at a disproportionate rate. Programs and practices need to focus on the needs of these two populations in order to help them access high quality instruction on a consistent basis. The suspensions accumulated by these two student groups affect their attendance and their ability to meet with success on state and local assessments.

Boys continue to be suspended more than their female counterparts and particularly in seventh through tenth grade. This phenomenon has a direct impact on our attendance at secondary schools and the dropout rate in our high schools, since our males are dropping out at a significantly higher rate than our females.

One elementary school has experienced an increase in suspensions for two years in a row. The principal was new in 2004-2005. The second year increase has caused the principal to request information on strategies for intervention.

4. Describe the changes or adjustments that will be made along with the related resource allocation to ensure sufficient progress. Include timelines where appropriate.

Monthly reviews of discipline data will continue and be inclusive of African American students as well as students with disabilities. Pupil personnel workers will identify all students with 10 or more days of suspension and work with the school-based Pupil Services Team to identify individual intervention strategies for reducing the number of disciplinary incidents for these students. Male students in grades seven through ten will be the area of focus. The elementary school with increased suspensions will review and revise its discipline plan to include PBIS-like strategies and will participate in PBIS preliminary meetings in order to implement PBIS in 2007-2008. A focus on cultural proficiency by our administrative and supervisory team this school year is a first step in a process to address issues of diversity, inclusiveness, and entitlement.

Pupil Services staff continues to be differentiated at the sites with the greatest number of office discipline referrals and suspensions. In response to our community's need and the recent MSDE Pupil Services Program Review, a plan to increase pupil services staff to recommended staffing ratios will be developed for implementation in the FY 2008 budget and future budget years. Funds for professional development relative to cultural proficiency and school climate are also crucial to our continued success.

GOAL 5: All students will graduate from high school.

Indicator 5.1: The percentage of students who graduate from high school each year with a regular diploma.

Please complete the following tables by filling in data from the 2006 Maryland Report Card-- Graduation Rate (comprehensive, by race/ethnicity and gender, and by students receiving special services).

Table 5.1: Percentage of Students Graduating From High School				
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006
<i>Annual Measurable Objective (AMO):</i>	<i>80.99%</i>	<i>80.99%</i>	<i>83.24%</i>	<i>83.24%</i>
All students (Counts toward AYP)	87.19	87.95	86.97	85.83
American Indian/Alaskan Native	*	77.78	83.33	90.91
Asian/Pacific Islander	96.30	100	87.50	90.91
African American	78.26	81.10	81.55	83.63
White (Not of Hispanic Origin)	88.45	88.97	87.93	85.81
Hispanic	86.67	100	100	94.74
Free/Reduced Meals (FARMS)	67.42	70.48	81.95	69.18
Special Education	77.89	82.29	84.93	83.33
Limited English Proficient (LEP)	100	--	71.43	*
Male	84.20	87.23	83.83	81.75
Female	89.96	88.69	89.98	89.67

-- Indicates no students in category

* Indicates fewer than 5 students

GOAL 5 (continued): All students will graduate from high school.

Indicator 5.2: The percentage of students who drop out of school.

Please complete the table by filling in data from the 2006 Maryland Report Card--Dropout Rate (comprehensive, by race/ethnicity and gender, and by students receiving special services).

Table 5.2: Percentage of Students Dropping Out of School				
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006
<i>State satisfactory standard:</i>	<i>3.00%</i>	<i>3.00%</i>	<i>3.00%</i>	<i>3.00%</i>
All students	2.30	2.47	2.91	3.98
American Indian/Alaskan Native	6.45	0.0	2.63	5.41
Asian/Pacific Islander	0.83	0.92	4.07	0.77
African American	1.98	2.48	3.75	4.88
White (Not of Hispanic Origin)	2.41	2.60	2.72	3.90
Hispanic	1.22	0.0	0.93	1.90
Free/Reduced Meals (FARMS)	2.70	3.92	5.62	6.55
Special Education	0.20	1.50	1.38	5.01
Limited English Proficient (LEP)	0.0	0.0	10.71	0.0
Male	2.64	2.98	3.45	5.08
Female	1.93	1.94	2.36	2.87

Based on the Examination of Graduation and Drop Out Rate Data:

- 1. Describe where progress in moving toward the indicators and goal is evident. In your response, please identify progress in terms of grade levels, subject areas, and subgroups.**

The AMO for this year is 83.24%. All student groups met this AMO with the exception of Economically Disadvantaged students (69.18%) and males (81.75%). The graduation rate for all students was 85.83%, which is 2.59 percentage points above the AMO. African American students demonstrated over a 2 point gain. This gain was attributed to the significant gain at Leonardtown High School. The two other high schools had declining graduation rates for African American students. Two small groups also made gains: American Indian/Alaskan Native and Asian/Pacific Islander. These gains were significant but it should be noted that both are very small subgroups. Any changes in this size group have a dramatic impact on the whole group's percentages. One of the three high schools (Leonardtown High School) demonstrated a 2.2 percentage point gain in graduation rate, with gains for White students (.84 percentage points)

and African American students (8.5 percentage points). Great Mills High School demonstrated gains in the Hispanic and Asian/Pacific Islander groups. The largest concentration of each of those groups in our county high schools is at Great Mills High School.

The state satisfactory standard for students dropping out of school is 3.00%. The small cohort of Asian/Pacific Islander demonstrated significant improvement (4.07 percentage points in 2005 and .77 percentage points in 2006). While the dropout rate increased at all sites, Leonardtown High School (LHS) remains within the satisfactory range. In particular, progress was noted at LHS in the African American (1.81 percentage points) and Economically Disadvantaged (.76 percentage points) populations. Progress was also noted for Economically Disadvantaged students at Chopticon High School (1.05 percentage points improvement).

2. Identify the practices, programs, or strategies and the related resource allocations that appear related to the progress.

A variety of programs are in place to provide opportunities for students to graduate from high school. The system runs an Evening High School Program to allow students to recover credit. Students who are 16 and older are eligible for this program. The program is in place at Leonardtown High School and serves students from all three high schools. As a result, this dropout prevention program is accessed more often by Leonardtown High School students. Great Mills High School implemented a credit recovery program during the second semester to help freshmen who failed courses during the first semester. This program is funded through the Small Learning Communities grant and will have future impact on graduation and dropout rate because it targets freshmen.

The new regulations that encouraged attendance at the high school level may also have had a direct impact on our dropout and graduation rate this year. While significant gains in high school attendance were noted in the attendance section of this update, those students who experienced failure may have dropped out or will need additional time to complete high school. This focus on attendance resulted in some students failing classes and not being able to access summer school if they had lower than a 45% average. Students who could not meet the attendance requirements were either retained or investigated the GED program. It is anticipated that the implementation dip that was experienced this year will begin to turn around with the coming school year and have a long term positive impact on high school completion.

3. Describe where challenges are evident. In your response, please identify challenges in terms of grade levels, subject areas, and subgroups.

The graduation and dropout rates have trended in the wrong direction over a three year period producing a three year decline. The largest student group with significant challenges is our males. In addition, rates for the larger subgroups such as Economically Disadvantaged students, Special Education students, and African American students are moving in the wrong direction. Other small groups such as the American Indians/Alaskan Natives also fluctuate each year due to their small number in our overall population.

During the 2005-2006 school year much attention was paid to attendance and discipline. A side effect of that attention was an increase in the dropout population. Our discipline and attendance data demonstrates that males, and African American males, in particular, are more often suspended than their counterparts. Economically Disadvantaged students are more often absent from school and are therefore more often negatively impacted by the new attendance regulation.

In addition, there has been a 60% increase in the students identified as Economically Disadvantaged at the high school level. Now that we have identified these students, we can begin to intervene with them more effectively. This increase in appropriately identifying students has significantly impacted the numbers of students in the subgroup, skewing the year to year analysis of the data.

4. Describe the changes or adjustments that will be made along with the related resource allocation to ensure sufficient progress. Include timelines where appropriate.

As the level of rigor continues to increase, students in some of our historically challenged groups have become more frustrated and consider dropping out as a viable option. The challenge for our system is to provide all the appropriate credits, intervention, and relevant career preparation for those students not seeking a college preparation program. For the 2006-2007 school year, HSA resource teachers have been added to each high school's staff. In September, these resource teachers will identify students who need additional support and provide it directly or arrange for it indirectly.

In September, each high school will also develop and implement a graduation rate/dropout rate intervention plan in collaboration with the Student Services Branch and the Secondary Director of Instruction, Administration and School Improvement. These plans will include individualized support for 11th and 12th grade students who may be at risk for dropping out as well as parent contact and involvement to support them. Once students at risk are identified, pupil personnel workers, high school counselors, career technicians, and others who volunteer will serve as mentors for students identified as being at risk for dropping out of school. The staff at the Dr. James A. Forrest Career and Technology Center will mentor those students at their site who may be in danger of dropping out and will provide career planning support to the comprehensive high schools, as needed.

During September 2006, current 5th year students will be interviewed to determine what barriers and challenges have caused them to delay graduation. Results of these interviews will be used to create a dropout prevention brochure, distributed in October, 2006 that will serve as the basis for the development of a public relations campaign on high school graduation. The components of the campaign will be put in place beginning in January 2007.

Waivers for Evening High School will be made available to more students who cannot afford the program and who could benefit from the program to ensure on time graduation. Finally, each school will be creating a school-based task force to eliminate the achievement gap. This task

force will address student achievement, attendance, behavior and high school completion (at the secondary level) and develop intervention plans for improvement for our minority students.

The resources needed to support our most at risk students include mentors from the school systems staff and the community, additional Evening High School and recovery programs and the future strategic expansion of our alternative learning center program. Additional Pupil Services staff members (counselors, pupil personnel workers and psychologists) are being considered for the FY 2008 and future budgets as outlined in our system's departmental implementation plans.

Finally, the development of a media campaign for high school completion will be produced through the efforts and resources available at the Dr. James A. Forrest Career and Technology Center.

Additional MSDE Reporting Requirements

HIGH SCHOOL PERFORMANCE

This next four tables ask school systems to report trend data for all students who have passed the corresponding HSA since 2003 (except for English II, which was not available until 2005).

Section 2.02 Percentage of Students Passing the English II HSA

Please complete the table by filling in data from the 2006 Maryland Report Card--High School Assessments (comprehensive, by race/ethnicity and gender, and by students receiving special services).

Table 5. 3: Percentage of Students Passing the English II HSA		
Subgroup	2005	2006
All Students	60.0	67.5
American Indian/Alaskan Native	50.0	50.0
Asian/Pacific Islander	55.2	89.7
African American	35.1	44.6
White (Not of Hispanic Origin)	65.6	71.8
Hispanic	74.2	83.3
Free/Reduced Meals (FARMS)	33.7	43.0
Special Education	7.5	17.2
Limited English Proficient (LEP)	11.1	50.0

HIGH SCHOOL PERFORMANCE (continued)

Percentage of students passing the Biology HSA (2006 Preliminary data available mid-August)

Please complete the table by filling in data from the 2006 Maryland Report Card--High School Assessments (comprehensive, by race/ethnicity and gender, and by students receiving special services).

Table 5.4: Percentage of Students Passing the Biology HSA				
Subgroup	2003	2004	2005	2006
All Students	58.7	67.4	66.1	80.1
American Indian/Alaskan Native	62.5	80.0	44.4	60.0
Asian/Pacific Islander	72.7	82.4	67.7	93.3
African American	33.7	38.6	32.0	58.5
White (Not of Hispanic Origin)	63.4	73.9	72.9	84.6
Hispanic	65.2	72.0	84.6	88.2
Free/Reduced Meals (FARMS)	38.8	35.8	37.7	51.2
Special Education	26.1	25.5	13.5	33.7
Limited English Proficient (LEP)	38.5	*	14.3	*

* Indicates fewer than 5 students

HIGH SCHOOL PERFORMANCE (continued)

Percentage of students passing the Algebra/Data Analysis HSA (2006 Preliminary data available mid-August)

Please complete the table by filling in data from the 2006 Maryland Report Card--High School Assessments (comprehensive, by race/ethnicity and gender, and by students receiving special services).

Table 5.5: Percentage of Students Passing the Algebra/Data Analysis HSA				
Subgroup	2003	2004	2005	2006
All Students	47.6	53.8	58.3	70.2
American Indian/Alaskan Native	50.0	44.4	87.5	25.0
Asian/Pacific Islander	64.1	64.3	57.1	83.3
African American	24.5	20.7	31.2	43.5
White (Not of Hispanic Origin)	51.9	63.5	64.6	76.4
Hispanic	54.2	48.4	69.6	94.4
Free/Reduced Meals (FARMS)	28.8	25.3	39.1	43.4
Special Education	13.8	14.7	18.4	31.9
Limited English Proficient (LEP)	33.3	9.1	*	*

* Indicates fewer than 5 students

HIGH SCHOOL PERFORMANCE (continued)

Percentage of students passing the Government HSA (2006 Preliminary data available mid-August)

Please complete the table by filling in data from the 2005 Maryland Report Card--High School Assessments (comprehensive, by race/ethnicity and gender, and by students receiving special services).

Table 5.6: Percentage of Students Passing the Government HSA				
Subgroup	2003	2004	2005	2006
All Students	56.1	68.4	67.2	79.8
American Indian/Alaskan Native	62.5	60.0	45.5	*
Asian/Pacific Islander	70.7	63.0	82.4	94.1
African American	28.0	43.3	39.6	60.8
White (Not of Hispanic Origin)	62.0	75.1	73.0	83.8
Hispanic	52.0	63.0	86.7	100.0
Free/Reduced Meals (FARMS)	25.7	38.3	39.3	55.4
Special Education	17.1	18.6	23.1	35.9
Limited English Proficient (LEP)	10	11.1	20.0	*

* Indicates fewer than 5 students

HSA Performance of the 9th Grade Cohort

This section is designed to collect data for students graduating in 2009 and beyond who are required to pass the High School Assessments in order to graduate. School systems are also asked to provide information on how they've chosen to sequence courses for the majority of students, and the programs and interventions that are in place to support students in meeting this requirement.

Instructions:

Please complete this table which is interested **ONLY** in the performance of 9th grade students for whom taking and passing the High School Assessments is a requirement (i.e. those entering 9th grade for the first time in 2005-2006 and expected to graduate in 2009). Be sure to include the performance of 9th grade students who took the assessment(s) while in middle school.

For each assessment:

- ✓ Provide the number of 2005-2006 first-time 9th grade students who took the assessment while in grades 6, 7, 8, or 9.
- ✓ Of those takers, provide the number and percentage who passed

Table 5.7: HSA Performance of 9th Grade Cohort³ (First-time 9th Graders in 2005-2006)

Subgroup	English II ⁴	Biology			Government			Algebra/Data Analysis		
		# of Takers	Passed		# of Takers	Passed		# of Takers	Passed	
			#	%		#	%		#	%
All Students		545	477	87.5	1224	992	81.0	983	769	78.2
American Indian/Alaskan Native		0			4	2	50.0	3	2	66.7
Asian/Pacific Islander		23	21	91.3	31	29	93.5	31	24	77.4
African American		73	45	61.6	220	135	64.4	175	88	50.3
White (Not of Hispanic Origin)		442	404	91.4	952	809	85.0	759	640	83.3
Hispanic		7	7	100.0	17	17	100.0	15	15	100.0
Free/Reduced Meals (FARMS)		61	32	52.5	202	111	55.0	147	77	52.4
Special Education		30	9	30.0	114	43	37.3	40	18	45.0
Limited English Proficient (LEP)		0	0	0	4	3	75.0	2	1	50.0

³ It is possible that local school systems will not have data to report in every column for this cohort.

⁴ Data for the 2006 English II will not be available at the time of Master Plan Update completion; therefore, 2006 English II data will be reported in the 2007 Master Plan Update.

Analyzing Questions

- 1. Please provide an update on how the school system has structured its sequencing of assessed high school courses for the majority of its students (e.g. the grade level in which specific courses are offered, etc.).**

Reorganization of course sequence to allow greater time to develop proficiency:

- Civics class moved from 9th grade to 10th grade.
- Biology moved from 9th grade to 10th grade for on and below grade level learners.
 - Only students who have completed Algebra 1 in middle school may enroll in Biology 1 in 9th grade.
 - Students who have not completed Algebra 1 in middle school will take either Concept-Based Physics or Earth/Space Science.
- Algebra divided into a two year program offered at all three high schools
 - Course A and Course B, both full year courses, offered for students entering high school below proficiency in mathematics.

Aligned, mapped curriculum for HSA feeder courses as well as actual HSA courses:

- The English 9 and 10 curriculum maps focus on the components of various literary types, such as drama, short stories, essays, articles, biographies, poetry, and novels. Vocabulary development is emphasized throughout as well as embedded grammar and mechanics.
- The United States History curriculum maps in grades 8 and 9 establish a stronger history foundation to better prepare students taking Government in 10th grade. The Government content is being back mapped to middle school and United States History has become the bridge between middle and high school social studies instruction.
- Concept-Based Physics or Earth/Space Science feeder classes to 10th grade Biology will focus on the development of laboratory skills, writing skills, reading skills, data analysis skills, and other higher level thinking skills within their respective contents in preparation for the demands of Biology HSA.

Additional courses offered to below level learners to accelerate to proficiency:

- *Accelerated Mathematics Program* offered to “bubble” students enrolled in Algebra 1 CM to ensure success on Algebra HSA.
- Academic Literacy I and II offered to students entering high school reading below grade level. The courses are designed to help students improve their reading in such areas as decoding, comprehension, fluency, and phonemic awareness. The courses are designed to target the individual needs of each student.

2. Please describe the practices, programs and/or strategies that the school system has implemented to support students in passing the High School Assessments. In your response and where applicable, please include:

Plans for providing professional development to teachers in assessed areas, include timelines where appropriate.

- ***Ongoing Professional Development timeline.*** Professional development will be taking place in groups, as well as individually. Two professional days were built into the school system calendar on August 18 and September 22, 2006. Additional days are provided using substitutes and stipends.
- ***Professional Learning Communities.*** Teachers meet 2-4 times per month in their professional learning communities to analyze data, identify students not learning, determine interventions, and develop/implement quarterly action plans. Both general education and special education teachers attend to ensure collaboration among the staff to address the needs of students in the different student groups. Topics for the professional learning communities include:
 - Using data for instructional decision-making; training on *Performance Matters*, the newly implemented data warehouse
 - Providing classroom interventions and differentiation
 - Accessing the resources available to teachers through the Governor's Academy
 - Using the public released items to design classroom assessments; and aligning the curriculum vertically across grade levels.
 - Creating and updating Quarterly Team Action Plans for each content based on evaluation of student performance data.
 - Using HomeworkNow.com, a web-based program allowing all secondary teachers to post classroom information and assignments so that students, parents, and colleagues can be aware of ongoing classroom assessments and academic expectations.
- ***Education Trust.*** One high school and one middle school will be targeted with professional development provided by Education Trust. Consultants from Education Trust will work with staff to completely align all instruction, assessments, and resources with the Core Learning Goals and ensure the Core Learning Goals are taught with the highest level of rigor. Efforts will also focus on what the school can do to catch underperforming students up with their academically proficient peers. Protocols used by teacher teams at these two schools will be used as models for the other secondary sites in 2007-2008.

Progress made toward alignment of curriculum with local and State assessments, include timelines where appropriate.

- ***Alignment of course maps*** for all HSA courses and feeder courses will be developed and/or refined in fall 2006 for grades 9 and 10.
 - Units continue to be written to provide lessons and activities for this curriculum map.
 - Teacher constructed unit assessments will be reviewed to ensure they are fully aligned with the HSA and make use of the HSA released items. Units within the curriculum map will include lessons that are fully aligned with the indicators/assessment limits.

- Teachers have ongoing opportunities to share hard copies of lessons as well as electronic copies. Teachers at each school participate in Professional Learning Communities (PLCs) where they address data, challenges, and instructional strategies related to student achievement on HSA. PLCs meet 2-4 times per month and are required to write an action plan that is updated quarterly.
- **County-wide Assessments** that model the HSA and are aligned with the Core Learning Goals will be administered in the 2006-2007 school year, at the end of the 1st quarter, mid-course, and at the end of the 3rd quarter for Algebra Course A, Algebra Course B, Algebra 1 CM, English 9, English 10, Biology, and United States History Grade 9.
 - Item-writing training occurred in the summer of 2006. Teachers were trained in the writing of assessment items that model the HSA. Items used on previous county assessments were reviewed using item-analysis results in Performance Matters. Modifications were made as necessary to improve validity of county assessments.
 - Range-finding, using student responses will take place in November. Teachers will use the MSDE Rubric to score student responses on county assessments.

Resources being allocated to support this requirement:

- **Central Office Staff Resources.** The high school English Instructional Resource Teacher (IRT) position was restructured beginning with the 2006-2007 school year. The English IRT now rotates among the three high schools providing professional development, coaching teachers, reviewing classroom assessments, and consulting with the English Professional Learning Communities.
- **Professional Development Resources.** While the August 18 and September 22, 2006 days are built into the calendar, additional professional development is provided either by funding substitutes or paying stipends and is focused upon the following:
 - Quarterly assessments that are developed locally through the central office for HSA courses and those that feed into them. Individual student copies are sent to schools and administered. For professional development, teachers from each school site participate in range finding and scoring of assessments several times throughout the year.
 - Instructional binders were created for grade 9 United States History. The binders include the curriculum maps, released assessments, instructional strategies, and effective practices. Training was provided on the binders at the August 18 session. Teachers also use the online resources available from the Maryland State Department of Education.
 - AP grant resources are being allocated to support the vertical teaming and writing training. Teachers are paid stipends (\$20.00/hour) for training related to item-writing and curriculum units beyond this.
- **Technology Resources.** SMCPS utilizes technology to better align curriculum and assessment. Specific resources are:
 - Cognitive Tutor (9th grade Algebra 1, 10th grade Algebra Course B) This is the Carnegie Learning's research based curriculum that reflects 60% classroom instruction with 40% computer based learning.
 - The implementation of Performance Matters, the new data warehouse, includes scanners, scan sheets, professional development, and technical assistance. Staffing was allocated to implement this critical aspect of monitoring student learning.

- HomeworkNow.com. has been made available for all secondary teachers giving them web-based accounts to post classroom information and assignments so that students, parents, and colleagues can be aware of ongoing classroom assessments and academic expectations. All secondary schools have linked this option to their school web pages.
- **Outside Consultant Resources.** Education Trust was identified to provide professional development to the one high school and one middle school identified as in improvement or corrective action. Consultants from Education Trust will work with staff over five days, throughout the school year, to completely align all instruction, assessments, and resources with the Core Learning Goals and ensure the Core Learning Goals are taught with the highest level of rigor. Efforts will also focus on what the school can do to accelerate underperforming students so as to catch up with their academically proficient peers.
- **Technical Assistance Teams** are being provided to one high school and one middle school identified as in improvement or corrective action to specifically address the learning challenges of students. The Technical Assistance Team, comprised of central office personnel, is designed to guide the school instructional leadership with aligning the curriculum, assessment, and instruction to ensure all students are learning the required content identified in the Core Learning Goals.
- *Algebra Rescue* resources were provided by the Department of Special Education for all schools.

3. For those students who have failed or have been identified as at risk of failing, describe how students are identified, the interventions in place to support them, the manner in which the interventions are provided, how the effectiveness of the interventions will be measured, and related resource allocations where applicable.

- **Performance Matters Data Warehouse** allows teachers to:
 - *Identify students* failing or at risk of failing
 - *Target appropriate intervention and remediation.*
- **Intervention and remediation needs:** we have designed the following courses:
 - **Academic Literacy I and II** are designed to help students improve their reading in such areas as decoding, comprehension, fluency, and phonemic awareness targeting the needs of each individual student. Students are identified using MSA data from grades 7 and 8 as well as the AIMSweb comprehension maze and oral reading fluency tests. Staffing, instructional resources, and professional development are allotted.
 - **Accelerated Mathematics Program** is designed to assist students enrolled in Algebra 1 CM at the high school level to ensure they are properly progressing through the curriculum offering targeted intervention and remediation for individual students.
 - **HSA Review Courses** will be offered to any students who pass an HSA course, but fail the HSA test. Teachers will use data to identify areas most in need of review and differentiate instruction for each student to support success in passing the HSA on the retest. Students will earn ½ elective credit for the course upon passing the HSA.

ATTENDANCE

Please complete the table by filling in data from the 2006 Maryland Report Card--Attendance Rate (grade band, race/ethnicity, and by students receiving special services).

Note: The state satisfactory standard for attendance is 94%. Attendance data for 2005-2006, available at www.mdreportcard.org, will be based on data through March 15th.

Table 5.8: Attendance Rates					
Subgroup		2002-2003	2003-2004	2004-2005	2005-2006
All students	Elementary	94.6	94.9	95.0	95.2
	Middle	92.8	92.9	93.5	93.9
	High	89.8	91.0	90.9	91.7
American Indian/Alaskan Native	Elementary	93.6	94.5	93.2	92.2
	Middle	89.6	88.0	86.1	91.2
	High	89.9	87.9	86.6	85.8
Asian/Pacific Islander	Elementary	97.0	96.6	97.1	96.9
	Middle	96.3	96.3	97.1	96.4
	High	94.5	94.1	95.1	95.4
African American	Elementary	94.0	94.4	94.4	94.7
	Middle	91.9	91.8	92.4	92.5
	High	87.0	89.0	88.5	89.1
White (Not of Hispanic Origin)	Elementary	94.7	95.0	95.1	95.3
	Middle	93.1	93.1	93.7	94.2
	High	90.3	91.5	91.3	92.2
Hispanic	Elementary	94.9	94.7	94.7	95.0
	Middle	93.2	93.2	95.1	94.4
	High	90.0	91.7	91.9	93.1
Free/Reduced Meals (FARMS)	Elementary	92.9	93.3	93.4	93.6
	Middle	89.4	89.4	90.5	90.2
	High	84.1	85.8	85.9	86.6
Special Education	Elementary	93.8	94.1	94.2	94.5
	Middle	90.6	90.3	90.8	91.8
	High	87.7	88.9	87.9	89.0
Limited English Proficient (LEP)	Elementary	95.7	95.0	95.8	95.6
	Middle	95.9	94.6	95.5	96.4
	High	95.7	91.3	93.7	94.7

Based on the Examination of the Attendance Data:

1. Describe where progress in increasing attendance rates is evident. In your response, please identify progress in terms of grade band and subgroups.

Attendance in the aggregate increased at elementary school (0.2 percentage points), middle school (0.4 percentage points), and high school (0.8 percentage points) levels. Attendance increased at all levels for African American students (0.3 percentage points, 0.1 percentage points, 0.6 percentage points) and for Special Education students (0.3 percentage points, 0.1 percentage points, 0.7 percentage points). Attendance increased for White students at all levels, with middle school reaching the satisfactory standard of 94%. High school attendance increased for all student groups with the exception of the small subgroup of American Indians/Alaskan Natives. Middle school had increases for all students, American Indian/Alaskan Native, African American, White, Special Education, and Limited English Proficiency. Economically Disadvantaged student attendance increased at elementary and high school (0.2 percentage points, 0.7 percentage points). Elementary attendance is above the 94% state standard for all groups except Economically Disadvantaged (93.6%) and the small group of American Indian/Alaskan Native (92.2%)

2. Identify the practices, programs, or strategies and the related resource allocations that appear related to the progress.

There were several factors that contributed to the gains in attendance. The Interagency Committee on School Attendance met with more families in the 2005-2006 school year. This committee met to identify the barriers for school attendance and to develop interventions to overcome those barriers. In addition, the State's Attorney took a renewed interest in attendance by meeting with families to stress parents' legal responsibilities and the possible legal consequences for poor attendance. Also, pupil personnel workers identified students with chronic attendance problems in the previous school year and intervened with these students to increase attendance for 2005-2006. The committee that annually reviews policies and regulations relative to student rights and responsibilities recommended a more restrictive regulation for promotion and retention tied to attendance. This regulation had the greatest impact at high school as students were held accountable for any and all unlawful absences from class or the school day. At the two secondary schools with the highest concentration of Economically Disadvantaged students, additional human resources were provided. A pupil personnel worker and a registrar were assigned to Great Mills High School on a full time basis. The registrar was assigned to Great Mills High School to focus on administrative tasks that allowed the counselors additional time to meet with students for academic, behavioral, and attendance concerns. Attendance at the middle school, Spring Ridge, did not improve but other factors mentioned below were addressed. Finally, Title V grant funds were used to support attendance initiatives, professional development opportunities, and incentive programs.

3. Describe where challenges are evident. In your response, please identify challenges in terms of grade band and subgroups.

While progress has been made across the board, there remains areas of concern. Middle school (93.9%) and high school (91.7%) have not yet reached the 94% state standard. Attendance for African American students is still below their White counterparts. At elementary school, African

American students have reached 94.7% and are just .6 below their White counterparts. However, the gap widens in middle school and high school. Economically Disadvantaged students are more significantly below the aggregate: 1.4 at elementary, 3.7 at middle school, and 5.1 at high school. Middle school had declines in Asian/Pacific Islander, Hispanic, and Economically Disadvantaged student groups. Elementary showed declines in two subgroups. American Indian/Alaskan Native declined 1 percentage point. Limited English Proficiency declined 0.2 percentage points yet remained above the 94% state indicator.

4. Describe the changes or adjustments that will be made along with the related resource allocation to ensure sufficient progress. Include timelines where appropriate.

The attendance regulation was further revised during spring 2006 to include a focus on excessive lawful absences at the high school level. This revision will hold students accountable for time away from class or school and encourage more regular attendance. Our anecdotal data indicates that absences at all levels are impacted by family vacations during the school year. The recently approved 2006-2007 school calendar has been modified to provide parents with a spring break. This revision to our calendar is intended to meet parents' needs and keep students in school when we are in session. The Department of Pupil Services will further differentiate staff at Lexington Park Elementary School, where attendance improved but continues to be slightly below the indicator of 94%. In addition, the Mental Health Authority of St. Mary's County will place a case manager at that site to provide support for families in accessing community services that will support attendance, behavior, and achievement. As PBIS enters its second year of implementation at Great Mills High School and as Spring Ridge Middle School focuses on intervention for yellow zone students, suspensions should decline, thus impacting attendance at those sites. While the additional resources at Spring Ridge Middle School (counselor and ½ time Pupil Personnel Worker (PPW)) did not help with the current attendance data (-.4 in the aggregate), school climate was addressed (as demonstrated by a reduction in the number of office discipline referrals and suspensions). In addition, a new administrative team is in place for the 2006-2007 school year that is charged with targeting the school's interventions based on all relevant data points. PPWs will address those students with high absenteeism at the first Pupil Services Team meeting at each site and develop mentoring programs for those students to encourage more regular attendance this year. The State's Attorney's Office will increase its involvement with attendance by meeting with families when absences reach ten unlawful days in order to break the chronic attendance pattern. Finally, each school will be creating a school-based task force to eliminate the achievement gap. This task force will address student achievement, attendance, behavior and high school completion (at the secondary level) and develop intervention plans for improvement for our minority students.

Resource allocation in this area included the need to continue differentiating staff to address the family and community barriers that impact attendance. The success of PBIS also demonstrates the need to continue funding that initiative in the areas of professional development and program materials. The staff at the Dr. James A. Forrest Career and Technology Center and Leonardtown High School are also devoting time and talent to address attendance by developing a media campaign to encourage families to support regular and consistent attendance.

ADDRESSING SPECIFIC STUDENT GROUPS

(Career and Technology Education, Early Learning, Gifted and Talented, Special Education)

In responses to the previous questions, local school systems may have addressed the following student groups. Use this space to report on progress toward outcomes and timelines established in the district's Master Plan and further elaborate on any revisions or adjustments pertinent to these student groups that the school system has made to the Master Plan.

Career and Technology Education

The *Bridge to Excellence* legislation requires that the updated plan “shall include goals, objectives, and strategies” for the performance of students enrolled in Career and Technology Education (CTE) programs.

NOTE: *Local School Systems may use the responses that they provided in their Perkins Application to address the questions below where applicable.*

- 1. In your analysis of outcome data for CTE students, which is included in the Local Perkins Plan for Program Improvement, please describe where progress is evident in closing performance gaps among various student populations.**

From 2002, GPA data for the Program Quality Index (PQI) report for our district revealed that African American students performed at 53.19% for achieving a C or better in core academic studies. In 2003, this increased to 65.33% and in 2004, an increase to 65.48%. However, there was a substantial decrease in 2005 to 55.15%. It is still unclear as to why this drop occurred. Hispanic students showed significant gains, achieving a record high performance of 81.82%. LEP students performed at 75%, which was 4 points above the state average. Male students continue to perform lower than female students at 62.08% and 75.52% respectively.

We continue to have a challenge with the issue of ‘dual completion’. Between 2003 and 2004, we did experience an increase from 16.78% to 25.05%. This was significant, yet still below the state average for those years. Dual completion remains an internal reporting issue which has been addressed more directly in 2005. There should be significant improvement in this data point for 2006.

Non-traditional recruitment and retention also continues to be a challenge. However, we did experience gains from 2003 at 23.75% to 26.96% in 2004. There was a slight decline in 2005 to 24.96%. This data continues to challenge our staff. Every effort is made to recruit students who demonstrate an interest in a non-traditional career field.. There are numerous factors, such as females not recognizing themselves within certain career paths due to male dominance. In addition, this is true for males in female dominated pathways. This remains one area of priority for our system and new strategies are being explored, which include a more vigorous speaker's bureau with local individuals who are employed within non-traditional career paths visiting our schools and helping to encourage recruitment and retention in non-traditional placements. Interestingly, our Asian and Hispanic students experienced high performance at 77.77% and 44.44% in 2003, yet there were drops for 2004. A review of strategies and individual student

records for 2003 is underway to determine what may have happened to generate such high performance at that time. Regarding retention of non-traditional students, data reveals a slight increase in performance of 1.35 percentage points for 2004, with a 2.78 percentage point increase in 2005, which is significant for this data point. African American students performed higher than White students in this area. It is important to note that in our Information Technology and Business programs, there was a 78.13% performance, which is significantly higher than the state average for any reported year to date. These programs have significant appeal to students identified as non-traditional.

2. Identify the practices, programs, or strategies and related resource allocations that appear related to the progress.

We believe that there are key strategies that have contributed to this improvement in performance with respect to gaps among student populations. First, the increase in the Vocational Support Service Team (VSST) to include highly qualified core subject teachers who work with students and CTE staff to improve core subject knowledge and skill. In addition, these individuals include special education specialists which provides significant expertise for challenged learners.

In addition to this strategy, there has been an investment in specialized training in core subject knowledge and expertise in core subject content for all CTE staff as well as an increase in content rigor as required by changing industry standards. Many programs have also been clustered according to state models within specific industries. This has helped to focus knowledge and skills with appropriate rigor and relevance. Students find this clustering to be meaningful and challenging, leading to improved performance in both academic and technical studies.

3. Please describe where challenges or performance gaps continue to exist.

Although there have been solid gains in our minority populations, we strive to bring those levels up to meet the state averages for all students in CTE. Our goal is to eliminate these gaps. However, this requires significant effort and continued use of resources to expand those strategies that have improved performance.

Special needs students continue to be a significant challenge with a current performance level in academic studies at 55.86%. This can be improved with a continued focus on support services and additional training for CTE staff on differentiation of instruction and assessment. Special Education students continue to present performance challenges with respect to all data points in our PQI reporting, which includes academic and technical GPA, dual completion, placement after graduation, graduation with diploma, and non-traditional placement. Every effort will be made to expand our VSST staff and services to address this challenge effectively.

4. Identify the changes or adjustments that will be made to ensure that progress in addressing the challenges or performance gaps is made. Include timelines, as appropriate.

Students who are struggling in academic or technical studies are identified early in the school year for additional instructional assistance via the VSST team in the specific content areas that are required, such as mathematics or reading. By mid-year, additional time is provided to challenged students to ensure success in course work by the end of the year. The idea is to not allow students to move forward without appropriate intervention.

Additional focus will be placed on the issue of ‘dual completion’ per several meetings with counselors in our system and CTE staff to ensure that student transcripts are reviewed periodically and every effort is made to guide students to meet both CTE completer requirements and the university system requirements leading to more options upon graduation.

Non-traditional students are also targeted for special events and services via the VSST team as well as counselors and teachers to help them enter and remain in appropriate technical programs. One effective strategy is to use the techniques and strategies developed by the ‘Women in Trades’ organization. Other such organizations are used to help staff recruit and retain students in programs that are identified as non-traditional for the appropriate gender.

5. Describe the plans and progress to implement Career Clusters and CTE Pathway Programs as a strategy to improve CTE student readiness for college and careers.

With the completion of a new Career and Technology Center, our direction has been to implement new career clusters and related programs that are directly aligned with the Maryland Career Clusters document. We have pursued new program approval using MSDE/CTE ‘fast track’ proposals to ensure compliance with state vision. Where fast tracks have not been developed, we have pursued the most current industry sponsored direction for program development with oversight by DCTAL at MSDE.

Our goal has been to ensure compliance with the Maryland Career Clusters model and meet local or regional labor market needs as identified by DLLR, local businesses and industry, and federal labor market projections. Examples include the development of a Transportation Cluster, Engineering Cluster, Construction Trades Cluster, Human Services Cluster, and Business Cluster with approved programs in each area. This reorganization of programs and inclusion of new programs has provided many exciting and viable career options for our students.

Early Learning

The *Bridge to Excellence in Public Schools Act* requires the establishment of performance goals, objectives, and strategies for PreKindergarten and Kindergarten.

Instructions:

Using the 2005-2006 MMSR Work Sampling System™ (WSS) Data, please complete the Tables 6.1 and 6.2 and respond to the subsequent questions/prompts.

Table 6.1: Percentage of All Kindergarten Students at Readiness Stages

Domain	% Fully Ready	% Approaching Readiness	% Developing Readiness
Social and Personal	71	25	4
Language & Literacy	56	37	7
Mathematical Thinking	66	29	5
Scientific Thinking	45	49	6
Social Studies	57	38	4
The Arts	66	30	4
Physical Development	77	21	2
COMPOSITE	70	27	3

2005-2006 MMSR Work Sampling System™ WSS Data for Language & Literacy and Mathematics

Table 6.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience

Domain	% Fully Ready	% Approaching Readiness	% Developing Readiness
Language & Literacy	72	25	3
Mathematical Thinking	79	19	2

Based on the Examination of the Performance Data:

Note: Be sure to discuss the school systems **plans for allocating resources** to continue progress and overcome challenges where appropriate in your responses.

1. In your review of the data, please describe where **progress** is evident.
2. Identify the practices, programs, or strategies and the related resource allocations that appear related to the progress.
3. In your review of the data, please describe where **challenges** are evident.
4. Describe the changes or adjustments that will be made to address those challenges, along with the related resource allocation. Include timelines where appropriate.

Early Learning

1. Please describe areas where progress is evident.

Review of data for the last several years indicates an increase over time in the composite score from **47% of kindergarten students scoring at the full proficiency level in the 2002-2003 school year to 70% scoring at the full proficiency level in the 2005-2006 school year.** Additionally, scores for each domain showed increases as well. The scores for students entering kindergarten not exhibiting full readiness skills decreased from 12% in the 2002-2003 school year to 6% in the 2005-2006 school year. When examining the data disaggregated by prior care, we see an increase of those who attended public PreKindergarten for four-year-olds from 48% scoring at the full proficiency level in school year 2002-2003 to 82% scoring at the full proficiency level in school year 2005-2006; we see a significant increase of those who attended Head Start public PreKindergarten from 15% scoring at the full proficiency level in school year 2002-2003 to 68% scoring at the full proficiency level in school year 2005-2006. When comparing the scores of entering kindergartners, disaggregated by prior care, in the areas of language/literacy and mathematics, we see that entering kindergartners who have attended public PreKindergarten score higher than kindergartners as a whole. The scores are as follows:

Kindergartners As A Whole	Prior Care –Public PreKindergarten
Language and Literacy	Language and Literacy
Proficient 56%	Proficient 72%
Approaching 37%	Approaching 25%
Developing 7%	Developing 3%
Mathematics	Mathematics
Proficient 66%	Proficient 79%
Approaching 29%	Approaching 19%
Developing 7%	Developing 2%

2. Identify the practices, programs, or strategies and the related resource allocations that appear related to the progress.

For several years, St. Mary's County Public Schools has implemented The Maryland Model of School Readiness Staff Development Grant, which funds training for all PreKindergarten and Kindergarten teachers, to prepare early childhood teachers to enhance children's readiness skills and to effectively prepare young children for success in school. SMCPs was one of the first school systems to include Head Start staff and selected child care providers in this training.

Additionally, the collaboration through the implementation of the Tri-County Memorandum of Understanding with Head Start and the three Southern Maryland Tri-County school systems has resulted in shared training, improved communication, curriculum consistency (i.e., use of the VSC and the Work Sampling System indicators, enhanced transition practices, and joint sponsoring of family events and outreach activities) and has had a positive impact in fostering the development of readiness skills for children entering kindergarten.

Other programs and practices which have positively impacted the development of readiness skills in young children include:

- Implementation of the Judy Center Grant which provides a continuum of early development support, through collaborative partnerships with community agencies and programs, for at-risk children birth-five years of age and their families residing in the Lexington Park area.
- Increase in the number of qualified four-year-old children identified for the PreKindergarten program.
- Enhanced awareness and collaboration of agencies/programs in sponsoring community activities focusing on developing young children's readiness skills.

3. In the review of the data, describe where the challenges are evident.

While a review of several years' data shows an increase in the composite score for kindergarteners scoring at the full proficiency level on the WSS indicators in all disaggregated categories, the gap among certain categories remains. When reviewing 2005-2006 disaggregated by categories we see the following: those qualifying for free and reduced meals had a composite score of 53% at the full proficiency level and those not receiving free and reduced meals had a composite score of 76% at the full proficiency level; special education students showed a composite score of 46% at the full proficiency level and general education students showed a composite score of 74% at the full proficiency level; Limited English Proficient students had a composite score of 43% at the full proficiency level and non-Limited English Proficient students had a composite score of 71% at the full proficiency level; comparing scores by ethnicity shows Hispanics with a composite score of 75% at the full proficiency level, African-Americans with a composite score of 51% at the full proficiency level, and Whites with a composite score of 75% at the full proficiency level. Clearly, the gap among groups must be eliminated.

4. Describe the changes or adjustments that will be made to address these challenges, along with the related resource allocations. Include timelines where appropriate.

The following activities/strategies will be employed to address the challenges identified above:

- Expand the number of children and families receiving support services through the Judy Center Grant which serves all Title I schools in the Lexington Park area by opening a classroom for three-year-olds and an on-site office at the George Washington Carver Elementary School. In addition to grant funding, SMCPs will provide the space, utilities, furniture, teacher, and paraeducator for the expansion. The class will begin in October of 2006.
- Provide additional half-day PreKindergarten sessions at George Washington Carver, Green Holly, and Lexington Park elementary schools to serve Economically Disadvantaged and at-risk four-year-olds. Title I and Judy Center funding will be used to support the additional classes. The classes will begin in October of 2006.
- Provide staff development to Judy Center staff, parent liaisons, and Head Start personnel through the Parents as Teachers Program to enhance outreach services for families. Carryover funds from the Judy Center will be used to fund the training.

- Identify young children needing special services, such as special education or ESOL, and collaborate with staff to assure provision of those services to meet the needs.
- Enhance collaboration with community agencies/partners to address children and family needs.
- Continue implementation of the MMSR Staff Development Grant and collaboration with the Department of Special Education to assure participation of preschool special education teachers.
- Align the VSC with the objectives contained in the Houghton Mifflin PreKindergarten Series for PreKindergarten.
- Provide staff development opportunities in designing a literacy and language rich environment.

Facilities to Support PreKindergarten and Kindergarten Programs

The *Bridge to Excellence* legislation requires school systems to address capital improvements needed to implement the plans and the impact that strategies in the plans will have on public school facilities. The Act also requires school systems to track the implementation of required full day kindergarten for all students and PreKindergarten for four-year-old children from economically disadvantaged families by school year 2007. Any changes from the initial plan to the school system's overall plan for facilities in support of Bridge to Excellence strategies must be updated annually.

In recognition of the concerns that many jurisdictions expressed about providing sufficient space to meet the full day kindergarten mandate in the Bridge to Excellence Act, the General Assembly passed legislation in 2004 to designate the costs of purchasing relocatable classrooms. Based on that legislation, local school systems are eligible for State funding using a shared cost formula through the Public School Construction Program from fiscal year 2006 through 2008. The law also requires the Governor to include \$1 million to fund the State share of the cost in the fiscal 2006, 2007, and 2008 capital budgets.

Instructions:

The purpose of this section is to track the implementation of mandated PreKindergarten (PK) and full-day Kindergarten (FDK) programs and to identify any major changes to each school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies. Capital projects should be the same as those identified in the *Educational Facilities Master Plan*, dated July 1, 2006, and the *FY 2008-13, Capital Improvement Program Request*, dated October 2006. Detailed project descriptions and schedules are **not** required in this update.

A. Overall Facilities Plan: Provide a brief narrative description of any **major** facilities needs, processes, participants, and/or timelines in the Master Plan that have changed **substantially** since the last update due to actual State and local government capital budget allocations.

Please see attached *Educational Facilities Update*

B. Full-day Kindergarten for All Students and Full or Half-Day Prekindergarten Programs: Complete the attached table.

Name and Number of School System: St. Mary's County Public Schools – 18

Person Completing Form: Kimberly Ann Percell-Howe Phone: (301)475-4256, ext. 6

[illegible]

Gifted and Talented Programs

The *Bridge to Excellence in Public Schools Act* §5-401 requires that the updated plan “shall include goals, objectives, and strategies regarding the performance of gifted and talented students, as defined in §8-201.”

The *Annotated Code of Maryland* §8-201 defines a gifted and talented student as “an elementary or secondary student who is identified by professionally qualified individuals as: (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields.

The focus of the 2006 Master Plan Update is on progress toward meeting goals and adjustments being made to overcome challenges. In accordance with this focus and in order to provide a status on the progress toward meeting Gifted and Talented Program goals, objectives and strategies regarding the performance of gifted and talented students, local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

1. Describe the progress that was made in 2005-2006 toward meeting Gifted and Talented Program goals, objectives and strategies regarding the performance of gifted and talented students.

In the 2005-2006 school year, program materials from the William and Mary curriculum for Reading/Language Arts were fully implemented in elementary grades 4 and 5. These materials supported critical thinking in the Reading/Language Arts content area. Data from the 2006 MSA shows a 5.3 percentage point increase in the number of students scoring in the Advanced range. Since MSA data is used as a prime factor for Gifted and Talented (GT) identification, this achievement data is significant.

In mathematics, the adoption of the *Investigations* program and materials from Interact supported the integration of critical thinking and algebraic reasoning skills. A focus on a hands-on, investigative approach to mathematics led to an increase in MSA scores for students in all groups. This data includes a 3.5 percentage point increase in the number of students scoring in the Advanced level on the MSA. Again, since MSA data continues to be a prime consideration for student placement, these performance gains are significant.

2. Identify the programs, practices, or strategies that appear related to the progress. Include supporting data as needed.

Inclusion of the *Investigations* program and the Interact materials to support the VSC are attributed to the progress noted on the Mathematics portion of the MSA. In addition, adoption of the William and Mary curriculum materials for highly able students, and an emphasis for teaching reading using leveled texts, can be cited as strategies that made a positive impact on student achievement.

Although the Primary Talent Development (PTD) program was introduced in grades K-2 this year, effects on MSA performance will not be seen until the 2007 administration of the MSA. The introduction to divergent questioning and the instruction of achievement behaviors is expected to have a positive influence on student achievement and lead to an increase in GT identification of students from traditionally underrepresented populations.

3. Describe the challenges in making progress toward meeting Gifted and Talented Program goals, objectives and strategies regarding the performance of gifted and talented students.

SMCPS continues to experience challenges in developing accurate and fair identification procedures for gifted and talented programs. The adoption of the Performance Matters data warehouse system has greatly improved our ability to identify students on the basis of achievement tests. We are currently working with PM to create enhanced reports that include data from the PTD program and the OLSAT exam administered at grade 2.

While SMCPS has made great strides in increasing the number of students who participate in the Advanced Placement program, more work needs to be done to ensure student success on the AP exams.

4. Describe the plans for addressing those challenges and include a description of the adjustments, if any that will be made to the Master Plan. Please include timelines where appropriate.

Modifications to the Master Plan include the OLSAT initiatives and integration of data into Performance Matters. SMCPS hopes to perfect a paperless identification system by the end of this year. Although SMCPS administered the OLSAT successfully in April 2006, additional professional development is needed to help school system employees to accurately analyze the data to inform instruction. This training occurred on our professional day on September 22, 2006. Professional development focused on planning instruction to meet the needs of all students and to build on areas of strength while supporting areas of challenge. SMCPS will also focus attention on how to use this data to accurately and fairly identify students for gifted and talented program services.

District analysis of Maryland School Assessment data reveals a large number of students who have reached the Proficient level. Although this data is encouraging, further analysis reveals an achievement gap in some student groups. Since current system practice excludes students not scoring in the Advanced range of the MSA from participating in Pre-AP and Honors courses, African American, Hispanic, and Economically Disadvantaged student groups remain underrepresented in the advanced courses offered by the school system. In order to identify increased numbers of students for advanced study, and to support success of those targeted students, the St. Mary's County Public School System plans to investigate the *AVID* program for implementation in grades 5-12 in the schools with the highest percentage of the targeted student groups.

AVID is an in-school academic support program for grades 5-12 that prepares students for college eligibility and success. This program places academically average students in advanced classes and levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families. While the *AVID* program is for all students, it targets those in the academic middle. The St. Mary's County Public School System plans to investigate a planning year agreement with the *AVID* office for the 2007-2008 school year. This initiative supports the goal of creating and maintaining a college-going culture for all of our students, and will raise the rigor of academic course work for students participating in the program.

Professional development for the AP Program will focus on the integration of Pre-AP instructional strategies in order to provide common expectations and increase the level of rigor for all students.

Special Education

The *Bridge to Excellence* legislation requires that each updated Master Plan “shall include goals, objectives, and strategies” for the subgroup of special education. Both Federal and State legislation require that states have accountability systems that align with academic content standards for all students. In addition, the Federal special education legislation commonly known as IDEA also requires that a child’s needs resulting from a disability be addressed “so that they may be involved in and progress in the general curriculum.”

Therefore, each school system’s annual submission that is aligned with Federal and State law will document and support with evidence the progress in academic achievement for students with Individualized Education Programs (IEPs) as well as update plans to accelerate performance to ensure that the special education subgroup makes Adequate Yearly Progress at the system and individual school level. Changes to strategies or specific areas of progress that have improved performance should be discussed in the Update, particularly for schools or systems in improvement.

(A) As you complete the 2006 Master Plan Update, you may wish to consider the following Special Education issues within your responses throughout the document. This section is not to be completed as a stand-alone section.

- **Access.** How are students accessing the general education curriculum at elementary, middle and high school levels and across various content areas?
- **Achievement.** Discuss the rate of growth in learning (2003 versus 2006 state test results) for student with disabilities as compared to the rate of growth in learning for students in the general population. Are there specific strategies for students with disabilities that are accelerating or likely to accelerate their academic achievement?
- **Collaboration with General Educators.** How is the LSS ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- **Professional Development and Qualified Staff.** How is the LSS ensuring the development of highly qualified teachers, including participation of special education teachers and leadership in content-related professional development to promote student achievement and to meet the *Highly Objective Uniform State Standard of Evaluation* (HOUSSE)?

CROSS-CUTTING THEMES

(Educational Technology, Education That Is Multicultural, Fine Arts)

In responses to the previous questions, districts may have addressed the following cross-cutting themes. Use this space to report on progress toward outcomes and timelines established in the Master Plan and further elaborate on any revisions or adjustments pertinent to these cross-cutting themes that the school system has made to the Master Plan.

Educational Technology

The Bridge to Excellence legislation requires that the updated plan “shall include goals, objectives, and strategies” for addressing how technology will be integrated into curriculum, instruction, and high quality professional development in alignment with the objectives of the Maryland Plan for Technology in Education and local technology plans. The five main objectives of the State plan are as follows:

- Objective 1: Access to high performance technology and its rich resources is universal;
- Objective 2: All educators will be highly knowledgeable and skilled, capable of effectively using technology tools and digital content;
- Objective 3: Technology tools and digital content that engage our students will be seamlessly integrated into all classrooms on a regular basis;
- Objective 4: Technology will be used effectively to improve school administrative functions and operational processes; and
- Objective 5: Effective research, evaluation, and assessment will result in accountability and continuous improvement in the implementation and use of technology.

In addition to including technology strategies across the Master Plan aligned to state and local technology plans, the local school system Master Plan and/or Master Plan Update should outline specifically how it will use all sources of funding in meeting the statutory goals of *No Child Left Behind*:

- Improve student academic achievement through the use of technology in elementary schools and secondary schools
- To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability
- To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Educational Technology, cont.

Please provide data from the Maryland Technology Inventory, local data and data from any other relevant sources to address the following questions:

1. Describe the progress that was made in 2005-2006 toward meeting educational technology goals.

SMCPS was highly effective in providing technology to meet the goals outlined in the Master Plan (Goal 1) for both students and teachers. SMCPS was successful in providing online resources, software, and professional development for students and teachers. Our most effective accomplishment was the rollout of *Performance Matters*, the data warehouse, which reflects the new SMCPS mission:

*Know the learner and the learning, expecting excellence in both.
Accept no excuses, educating ALL with rigor, relevance, respect, and positive relationships.*

SMCPS also reinforced the need to have active technology committees that are a subgroup of the School Improvement Teams. These teams are co-chaired by the principal and school library media specialists.

2. Please identify the key practices, programs, or strategies that appear related to the progress. Include supporting data and evaluation results as appropriate.

Data Warehouse: The data warehouse is a web-based tool that allows SMCPS to delve into a wide variety of data in order to make informed decisions about students. SMCPS uses the data to identify strengths and weaknesses in student, teacher, and school performance. It is the central repository of data from various sources, e.g., MSA/HSA, CTBS, Stanford 10, DIBELS, SAT, ACT, local formative assessments, attendance and discipline, and is used for the storage, retrieval, and management of such data. It provides a snapshot of a student or class at a particular time as well as providing trend analysis. Canned reports are created for the user as well as the flexibility of SMCPS in partnership with *Performance Matters* to create our own reports. These reports allow the user to filter by various subgroups and qualifiers in order to drill down further into the data. For example, using the data system, our Title I schools will be able to determine which students would benefit the most from the eleven month school program as well as track the progress of those students throughout the year. In our secondary schools, we will be able to assess which students would benefit from an accelerated mathematics or reading program or particular intervention with the goal of HSA proficiency as well as use data to initiate conversations in our professional learning communities.

In order to successfully put data into the teachers' hands, professional development was provided in various stages. SMCPS administered a Grade 3-8 Reading/Language Arts first quarter assessment as a pilot in November 2005. School principals and one other administrator/teacher from each school plus all central office administration were trained in November 2005 on data analysis as well as use of *Performance Matters*. In January 2006, elementary teachers were

introduced to the data warehouse centrally with site based follow-up in February. Secondary teachers were introduced through central professional development in February with site based follow-up training. One hundred percent of the teachers and administration were provided professional development through central or site-based professional development.

Cognitive Tutor: SMCPs continued to provide *Cognitive Tutor* to Algebra 1 students in high school. (Goal 1)

Online Resources: All SMCPs are wired and have access to a variety of sources from which to gather information. SMCPs provided online resources for students and staff through participation with the MD K12 Online SIRS, WorldBook, DIBELS, Science Online, and UnitedStreaming. Professional development was provided through the library media specialist or central office at various times throughout the year. Additionally, the SMCPs intranet has become an electronic repository for SMCPs curriculum maps, units, and lesson seeds. (Goal 1)

Communications: SMCPs continued to expand its communication with the community through the *ParentLink* telephone notification system and the Channel 96 education programming channel. One hundred percent of SMCPs administration have access to the voice broadcast system. (Goal 4)

Electronic Grade Books/Report Cards: SMCPs continued to provide electronic grade books for all grades. SMCPs adopted a new primary report card (PreKindergarten through grade 2) that was used by all schools and eliminated the use of the NCR reports. The primary report card is currently a word document that the county is converting to a full electronic version. In the 2004-2005 school year, SMCPs adopted an electronic report card for grades 3-5. (Goal 1 and 4)

Professional Development: First and foremost, the implementation of the data warehouse across the system provided a means for content area supervisors to be able to analyze data down to the individual student level in order to make data driven decisions about students. Supervisors provided differentiated professional development about the data analysis of county-wide formative assessments in order to impact instruction in a timely manner. (Goal 3)

Additionally, SMCPs content area supervisors have embraced the need to integrate technology into their content area professional development. Approximately 72 percent of the staff have received focused technology integration professional development. The following topics have been addressed by content areas:

- Science-Probeware
- Social Studies and Reading Language Arts-SIRS
- Mathematics-Graphing Calculator

Technology Integrator Trainer: SMCPs added a technology resource position that allowed the system to provide ongoing, differentiated technology training during the school day as well as after school hours. The trainer can help support SMCPs' goal to have 100 percent of all teachers and administrators "technology literate" according to the MSDE technology standards. (Goal 1)

Special Education and Technology: SMCPs continues to provide support for hardware and software necessary to meet a student's Individualized Education Plan and 504 plans. (Goal 1)

3. Describe where challenges in making progress toward meeting educational technology goals are evident.

Staffing: SMCPs falls below the state staffing recommendations to support technology. (SMCPs Framework for Technology Objective 1 and Appendix A)

Online Access: SMCPs would like to have high speed, 100 Megabyte access at all schools. Currently the majority of the elementary schools have cable modems. All resources are available but the delivery varies considerably. (SMCPs Framework for Technology Objectives 2-3)

Life Cycle Replacement: Although the SMCPs student to computer ratio is 3.5:1, funding to sustain adequate lifecycle replacement continues to be a challenge. (SMCPs Framework for Technology Objective 1)

Data Warehouse: It is SMCPs' goal to have access to the data warehouse on every teacher's desk. This will require movement of or replacement of machines. We have targeted October 2006 for full implementation. (Goal 1)

The teacher demand for more data in the data warehouse has put pressure on content area supervisors to create more assessments. Since each content area is a department of one, this demand is not easily met since SMCPs wants high-quality formative assessments that will provide accurate data on student achievement. Additional human resources and software/hardware will help SMCPs meet the teachers' demand.

Primary Report Card: SMCPs intends to provide a fully electronic tool in Fall 2007 that will allow all primary teachers to have full electronic access to their report card as currently provided to teachers in Grades 3-12. (Goal 1)

Online Learning: SMCPs needs to aggressively investigate access to digital learning. Access, cost, and alignment of the digital content with Maryland curriculum are challenges to our system. (Goal 1)

4. Describe the plans for addressing those challenges and include a description of the adjustments that will be made to the Master Plan and local Technology Plan. Please include timelines where appropriate.

With each budget cycle, SMCPs continues to request additional human/financial resources targeting technology in our Master Plan. Funding continues to be a challenge.

SMCPs will create a committee to review digital learning for students in the 2006-2007 school year.

Education That Is Multicultural

Analyzing Prompts and Questions

Discuss the progress toward meeting ETM goals by responding to the following questions:

- 1. Please identify the major ETM goals that were addressed by the school system during the 2005-2006 academic year.**

Diversity Forums:

As a part of our community and parent involvement activities, the school system held a public forum in September 2005 to provide an opportunity for school system and community collaboration. The forum was designed to identify challenges and solutions to areas of concern identified by both the school system and community members. The forum was held at a central location in St. Mary's County during the evening. Thus, this allowed for greater access to every segment of the community.

The Superintendent's Blue Ribbon Task Force to Eliminate the Achievement Gap:

St. Mary's County Public Schools created a Task Force to respond to the ESEA Goal 1 in the Master Plan, "By 2013-14, ALL students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics."

At a Board of Education meeting on November 29, 2005, the Superintendent's Task Force chairs presented school system data illustrating the gaps in student achievement in all content areas. The following objectives were set for the Task Force:

- To develop a plan of site-based, targeted interventions and acceleration programs designed to increase student achievement and eliminate achievement gaps.
- To develop a process for the community and the school system to share ideas and communicate strategies to increase student achievement, especially for underperforming students.

The Task Force officially convened for its first meeting on December 7, 2005, and continued to meet monthly, convening on the following dates:

- December 7, 2005
- January 17, 2005
- February 21, 2006
- March 21, 2006
- May 16, 2006

The following subcommittees were developed and met at times other than the general meetings using input from the larger task force about what they believed would be helpful in eliminating the student achievement gap:

- Quality Workforce
- Quality Instruction
- Cultural Diversity
- Interventions & Specialty Programs
- Parent-Student-Community-Business Partners

Each of the subcommittees was asked to create recommendations for the superintendent and Board of Education. Guidelines for these recommendations include:

- A rationale explaining the recommendations put forth by the subgroup
- 3-5 short term recommendations for closing the student achievement gap based on findings of the subcommittee
- 3-5 long term recommendations for closing the achievement gap based on the findings of the subcommittee
- Action steps (and future action steps) required to implement the recommendations
- Resources and funding necessary to implement the recommendations and suggestions for finding funding and resources
- A proposed time frame for implementation of short and long term recommendations.

National Network of Partnership Schools

The National Network of Partnership Schools (NNPS) provides support and guidance for schools and school systems to implement parent involvement activities to comply with the *No Child Left Behind Act*. Schools and teams work together as action teams to develop school action plans and to implement some of the NNPS tools and approaches. As a result of being affiliated with this initiative, St. Mary's County Public Schools receives on-going technical assistance from the NNPS staff.

The National Network of Partnership Schools' Six (6) Types of Involvement are as follows:

- 1. Parenting:** Assist families with parenting and childrearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
- 2. Communicating:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
- 3. Volunteering:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
- 4. Learning at Home:** Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.
- 5. Decision Making:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.
- 6. Collaborating with the Community:** Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

2. Describe the progress that was made toward these goals and the programs, practices, strategies, or initiatives that appear related to the progress. In your response, be sure to address the following areas:

- **Curriculum**
- **Instruction**
- **Staff Development**
- **Instructional Resources**
- **School Climate**

Diversity Forum:

Given that the school system held a series of the Diversity Forum meetings the previous year (2004-2005), the leadership in St. Mary's County Public Schools thought that it would be beneficial to implement another model that would advance the level of involvement from community and school system stakeholders. Therefore, after the initial Diversity Forum meeting, the school system leadership commissioned the Superintendent's Blue Ribbon Task Force to Eliminate the Achievement Gap. The Task Force included the involvement of all stakeholder groups in St. Mary's County. Given that the Task Force would provide for more substantive work, the leadership elected to discontinue the Diversity Forum meetings.

The Superintendent's Blue Ribbon Task Force to Eliminate the Achievement Gap:

As the Task Force organized how it would operate, each member of the Task Force was asked to provide input concerning what he/she deemed to be the most significant factors impacting student achievement. Input was also enlisted on what factors caused the achievement gap between student groups. After the recommendations and suggestions from the Task Force were compiled, this resulted in the establishment of five (5) subcommittees. Each subcommittee presented 3-5 recommendations to the superintendent of schools. In addition, the subcommittees presented their findings to the Board of Education members. The subcommittees' recommendations were as follows:

Quality Workforce Recommendations

Recommendation 1: Design and Implement a Comprehensive Longitudinal Data System

Recommendation 2: Increase the Number of Full Time Mentor Teacher Positions

Recommendation 3: Provide Increased Opportunities for All Educators to Participate in Job-Embedded, Differentiated Staff Development

Recommendation 4: Offer the 'Red Carpet' Treatment for Recruiting Candidates and New Teachers

Recommendation 5: Provide Financial Assistance for Educators and those who are in Teacher Education Programs.

Instructional Quality Recommendations

Recommendation 1: Completely align all instruction, assessments, and resources with instructional standards and ensure these standards are taught with the highest level of rigor at all schools.

Recommendation 2: Clearly define the expectations for what all instructional leaders, including principals, assistant principals, and teacher leaders (department chairpersons, team leader, IRTs, mentor teachers) must be able to do and understand.

Recommendation 3: Replace traditional, isolated teaching practices with teaching practices that are rooted in collaboration, data analysis, and centered on student achievement.

Recommendation 4: Restructure the way time is allocated so that students will have every opportunity for uninterrupted, quality instruction and teachers will have every opportunity for relevant, job embedded professional development

Cultural Diversity Recommendations

Recommendation 1: Lead a community-wide campaign to negate the effects of misaligned attitudes and perceptions about race/ethnicity.

Recommendation 2: Pursue aggressive hiring strategies to attract and retain employees of color.

Recommendation 3: Mandate diversity training for all employees and students with the intent to negate the effects of misaligned attitudes and perceptions about race/ethnicity.

Recommendation 4: Define and execute a system of analysis and accountability that ensures that data is reviewed to determine individual student learning needs, in order to meet children where they are, one at a time.

Intervention and Specialty Programs Recommendations:

Recommendation 1: All schools must have an organized, graduated plan of approved interventions and special programs aligned with SMCPs instructional programs, based on input and consensus from stakeholders.

Recommendation 2: There must be equity in intervention programs for students within and across schools, PreKindergarten-grade12.

Recommendation 3: Build research-based programs into the organized plan of approved interventions.

Parent-Community-Business Partnerships Recommendations

Recommendation 1: Collaborate on educational decisions that affect children, families and school improvement.

Recommendation 2: Collaborate effectively and efficiently.

Recommendation 3: Communicate frequent and clearly about academic opportunities, school performance, student progress, and school-family-business-community partnerships.

Recommendation 4: Work together to support families' parenting skills and developmental activities that prepare children for school and promote ongoing achievement.

Recommendation 5: Support academic achievement at home and in the community by reading with children, helping them with homework and engaging them in educational activities.

Recommendation 6: Recruit, solicit, and retain a diverse cadre of volunteers in support of school improvement and student success.

National Network of Partnership Schools

To increase the effectiveness of parent involvement, St. Mary's County Public Schools became a member of the National Network of Partnership Schools (NNPS) in collaboration with Johns Hopkins University. For the 2005-2006 school year, fourteen (14) schools were involved in this initiative during the 2005-2006 school year.

The National Network of Partnership Schools provides support and guidance for schools and school systems to implement parent involvement activities to comply with the No Child Left Behind Act. Schools and teams work together as action teams to develop school action plans and implement some of the NNPS tools and approaches. By being a part of this program, the school system also received on-going technical assistance from the NNPS staff.

3. Describe where challenges in meeting ETM goals are evident.

To effectively meet the challenges of the ETM goals, St. Mary's County Public Schools must focus on the following areas through the Superintendent's Blue Ribbon Task Force to Eliminate the Achievement Gap:

Achievement Gap Task Force:

Quality Workforce Areas of Focus:

- Identifying our highest quality educators
- Recruiting the highest quality educators
- Retaining the highest quality educators
- Providing our neediest students access to the highest quality educators
- Ensuring that our current workforce is the highest quality possible

Instructional Quality Areas of Focus:

- Alignment with Master Plan goals and objectives and Superintendent's 15 Point Plan of Priorities
- Increased student achievement requires solid instruction in every classroom
- High quality, aligned, and rigorous instruction

Cultural Diversity Areas of Focus:

- When looking at a variety of demographics as well as socio-economic levels, a gap is almost always present between Asian American/White and African American/Hispanic student groups.
- The trend over time does not show any significant change in the student achievement gap. In fact, students of color (except Asians) at the lowest achievement levels (Basic) typically remain at the lowest levels throughout their academic career.
- Recent small upward achievement trends are shared by all student groups.
- Race/Ethnicity is the one common thread throughout almost all of the demographic and student achievement studies that we consulted.
- Race/Ethnicity should be fundamental to any discussions or proposals pertaining to eliminating the student achievement gap.

Intervention and Special Programs Areas of Focus:

- To establish the overall vision of how intervention and special programs can become a coherent part of the “Big Picture” at elementary, middle, and high schools
- To share a model for possible future SMCPS planning and implementation
- To make some suggestions of research-based programs for the short term while continuing to develop a more comprehensive plan for the future
- Consensus Building - Input sought from teachers, parents, students, and community members
- Prioritization/Ranking of approved, research-based interventions
- Pyramid of interventions with placement based upon frequent individual student data

Parent-Community-Business Partnership Areas of Focus:

- Schools must be involved in the education of students in conjunction with parents and community partners.
- Parents must be involved in their children’s education because they are responsible for their children’s care and they are in a position to serve as the vehicles for jumpstarting their children’s education.
- Students must be involved in their own education and eventually take charge of their education.
- The business community must be involved in the education of children because students are future employees and future business owners and leaders.
- The community at large, particularly the faith based community, must be involved in the education of children because it can reach and influence some families that cannot be reached by the schools.

National Network of Partnership Schools:

The following challenges existed for St. Mary’s County Public Schools as we attempted to implement the National Network of Partnership Schools initiative:

- A lack of parent involvement at the middle and high school levels
- A need to schedule one-on-one conferences with principals about parent involvement
- Difficulty meeting with Parent Volunteer Coordinators on a monthly basis
- A need to have every school in the school system become a member of NNPS
- A need to organize more effective, goal-oriented partnership programs at the district level and in all of our schools
- A need to find time to present the district’s goals for its partnership program to the school board, parent advisory council, and other key leaders
- Difficulty finding time to conduct presentations in schools for school improvement teams, PTAs, faculties, and other district leaders to inform them of the school system’s program

4. Describe the changes, adjustments, or revisions that will be made to programs or strategies for 2006-2007 to address the identified challenges and ensure progress.

St. Mary's County Public Schools will implement the following initiatives to meet the goals of ETM for the 2006-2007 school year:

- National Network of Partnership Schools (NNPS)
- The Superintendent's Blue Ribbon Task Force to Eliminate the Achievement Gap
- Study Circles
- Cultural Proficiency Training
- Community Partnerships with the business community, the St. Mary's County Council of PTAs, the St. Mary's County NAACP, the faith based community in St. Mary's County, and other community stakeholders
- The Education Trust

For the 2006-2007 school year, St. Mary's County Public Schools (SMCPS) will continue to implement the *National Network of Partnership Schools (NNPS)* program and *the Superintendent's Blue Ribbon Task Force to Eliminate the Achievement Gap*. In addition to the Task Force and NNPS, we will implement other strategies to help SMCPS meet the goals of ETM.

Given that cultural and racial differences can negatively impact student achievement, St. Mary's County Public Schools will institute the *Study Circles Program*. Study Circles will allow our school system and community to discuss cultural and social issues that are impacting student achievement. A study circle progresses from a session on personal experience ("how does the issue affect me?") to sessions providing a broader perspective ("what are others saying about the issue?") to a session on action ("what can we do about the issue here?").

St. Mary's County Public Schools will also initiate *Cultural Proficiency* training for students, educators, parents, and community stakeholders. Cultural proficiency is an approach to addressing issues of diversity, inclusiveness, and entitlement; it provides tools and help for a diverse school and work environment. Cultural proficiency is a way of being that enables both individuals and organizations to respond effectively to people who differ from them. Cultural competence is behavior that is aligned with standards that move an organization or an individual toward culturally proficient interactions.

The superintendent and the superintendent's leadership team will continue to meet with and establish *Community Partnerships* with groups and organizations. There are a series of meetings and events scheduled for the 2006-2007 school year for the business community and the Chamber of Commerce, the PTA, the NAACP, and the faith based community. In addition, the superintendent and leadership team will continue to meet with community members and stakeholder groups to discuss pertinent matters that impact St. Mary's County Public Schools.

St. Mary's County Public Schools has also partnered with *The Education Trust, Inc.* for the 2006-2007 school year. The Education Trust is an independent nonprofit organization whose mission is to make schools work for all of the young people they serve. St. Mary's County Public Schools will assess how we use our resources - including time and talent. The Education Trust will use school level "artifacts" to examine the alignment between time, effort, and standards. Artifacts such as teacher assignments, student transcripts, and the master schedule provide

critical information into the educational experience available to different students within St. Mary's County. Examining these artifacts will help St. Mary's County to isolate and remedy the systemic "choke points" that limit opportunities for students to learn at high levels. The purpose of this partnership is to address the systemic flaws that prevent rigorous instruction, accelerated learning, and the dedication to student proficiency.

Appendix A

Introduction

With the passage of the *No Child Left Behind Act* in January 2002, our nation stands on the threshold of implementing the most important federal education law since the initial enactment of the *Elementary and Secondary Education Act of 1965*. As a result of its passage, a clear message is reverberating throughout the nation. The message will require public school systems to ensure that each student receives a high quality meaningful education. The standards for successful implementation of this law are the acceleration of academic achievement for all students and the elimination of achievement gaps among children.

Maryland fully embraces this goal. The Maryland State Board of Education and the State Department of Education have established the acceleration of student achievement and elimination of achievement gaps as their top priority. To drive changes needed to achieve this goal, Maryland is fortunate to have two additional powerful forces in play at this time. These are the recommendations from the *Visionary Panel for Better Schools* and the recently enacted *Bridge to Excellence in Public Schools Act*.

The *Bridge to Excellence Act* restructures Maryland's public school finance system and increases State aid to public schools to \$2.2 billion over six fiscal years (FY 2003 – FY 2008). The funding formula adopted by the General Assembly ensures *equity* and *adequacy* for Maryland's public school systems by linking resources to the needs of students and distributing \$74 of State aid inverse to local wealth. The new finance structure is modeled after the recommendations of the Commission on Education Finance, Equity and Excellence (Thornton Commission).

As a result of this legislation, Maryland has embraced a *standards-based approach to public school financing*. Under this approach, and consistent with the federal *No Child Left Behind Act of 2001*, the State must set academic content and student achievement standards, ensure that schools and students have sufficient resources to meet those standards, and hold schools and school systems accountable for student performance.

As part of the *Bridge to Excellence Master Plan*, each school system is required to review the impact of implementing the master plan with regards to the planning, design, construction, operation, maintenance, and management of its educational facilities. The plan should address capital improvements necessary to implement PreKindergarten programs for economically disadvantaged students and full-day kindergarten for all students by the 2007 – 2008 school year. Also, capital improvements may be required to support other educational program services and strategies for summer school programs, after school programs, class size reductions, and alternative programs.

In developing the master plan, the planning team included the following descriptions:

- The process, participants, and timeline that will be used to determine the capital improvements required to carry out the master plan;
- Capital improvements necessary to implement PreKindergarten programs for economically disadvantaged students and full-day kindergarten for all students by the 2007 – 2008 school year; and

- Capital improvements required to support other educational programs and services and the strategies (e.g. special programs for identified populations, alternative programs, class size reduction) proposed in the master plan. If a specific approach to capital improvement has been determined, discuss this approach. If alternative solutions are being studied, explain those alternatives; and
- Non-capital improvement approaches to facility needs that are being considered (e.g. leasing relocatables and/or space in other existing buildings).

The approach to developing the facility needs component of the St. Mary's County Public Schools Master Plan has been a collaborative effort between the Division of Instruction and the Division of Supporting Services. This holistic approach to developing the capital improvements plan in conjunction with the Bridge to Excellence Master Plan has resulted in a program that provides equity and adequacy for delivery of educational services. The cohesive nature of the educational and facilities master plan ensures that there is adequate support for all programs, based on identified needs.

As partners in education, the Division of Supporting Services, which is comprised of the Departments of Capital Planning, Design and Construction, Food Services, Maintenance, Operations, and Transportation are an integral part of a development of the Bridge to Excellence Master Plan, adopting and embracing the goals to ensure that no child is left behind. Each department within the division understands their role in supporting this effort and has developed a mission statement, which supports the vision and goals of the school system. The mission of the Division of Supporting Services is as follows: *“As an integral partner in the educational process, the mission of the Division of Supporting Services is to promote achievement in education through fiscal responsibility and a coordinated effort to provide the highest quality learning environment.”*

The Planning Process

The Board of Education is responsible for the formulation and adoption of policies to guide the operation of the school system. The Board determines the philosophy of the school system, the overall goals to be achieved, the means for evaluation, and reports to the public as to current status and needs of the school system.

The Board of Education looks to its Superintendent for professional recommendations before adoption of policies. The Board expects the Superintendent to administer its policies and to operate the schools in accordance with state laws, State Board of Education Bylaws, regulations, and guidelines. Members of the central office staff advise the Superintendent in their areas of special competencies. Directors and supervisors make recommendations as to facilities needed to achieve the desired goals in specific subject areas. The Chief Operating Officer is particularly charged with coordinating data for submittal to the Superintendent and Board.

Teachers serve on various school and county committees. They are the best experts for advice on what facilities are needed to promote learning in specific subject areas at the different grade levels.

Students serve on various school and county committees and hold a student-member position on the Board of Education. They provide valuable advice on what programs, activities, and facilities are needed to promote learning.

At the inception of each project, the school principal appoints a school committee on construction composed of laypersons, members of the school professional staff and community, including student input. Central office personnel serve as advisors to the committee. The committee reports to the Superintendent of Schools.

The school system receives input from a large variety of community organizations and groups, with specific input provided by the School Improvement Teams. To encourage community participation, the program is shared with civic organizations, Parent Teacher Organizations, the Facilities Work Group and is presented to county agencies such as the Planning Commission, as well as the Board of Education and Board of County Commissioners. The process of providing education on our capital improvements program and receiving community input is an on-going process.

Decision Making - The desired characteristics of the facilities must be those, which promote realization of the educational specifications. The Board and the Superintendent utilize the advice of members of the professional staff, lay committees and persons, State Department of Education personnel, staff of the Interagency Committee, architects, engineers, and consultants. Reevaluation and updating the planning process will be achieved through:

- County Commissioners provide budget estimates for current and next five-year capital improvement program budgets.
- Board evaluation of results achieved, including opinions of the Advisory Committee on School Affairs.
- In-house evaluation by the Superintendent and appropriate staff.
- Conferences with staff of Interagency Committee.
- Advice of outside consultants.

Role of the Division of Supporting Services – The Division of Supporting Services has six departments: Capital Planning, Design and Construction, Maintenance, Operations, Transportation, and Food Services. The division and its individual departments always strive for cost effectiveness and efficiency in the delivery of services and the construction of facilities, keeping them functional and attractive yet economical to operate. It promotes energy conservation by using conservation equipment and processes, and by increasing staff and student conservation awareness. It ensures that buildings are well maintained and it strives to provide timely preventive maintenance of key building components to extend their useful life. These management efforts enable students and staff to function in a facility that supports the goal to fulfill the promise in every child.

This division will continue to be challenged to provide classrooms to accommodate increased enrollment while modernizing and updating older facilities to meet changing educational program needs. Maintaining and renewing aging facilities through programs such as the Aging Infrastructure Program is a priority. There is also a continued need to modify such spaces in existing schools to support programmatic changes such as technology labs so that all schools can offer programs similar to those in new and modernized facilities. The increasing number and complexity of construction projects requires good planning and deployment of resources so that projects can be completed on time.

Department of Capital Planning - In order to support the Board of Education's goals, the Department of Capital Planning analyzes student enrollment projections and develops plans and

strategies to assure that adequate capacity is available both for the system as a whole and for each individual school, not only for current students and programs but also for future students and program changes. The department is responsible for evaluating the enrollment projections and developing effective facility plans to meet capacity and program needs and maintaining accurate data regarding the physical condition of all facilities.

The enrollment projections cover a ten-year planning horizon and are prepared each fall and updated each spring. The projections are critical to formulating both the operating budget and the Capital Improvements Program necessary to accommodate change in student population and educational programs. Accurate enrollment projections assure that adequate funding is available to provide all of the resources necessary to meet student needs. Accurate projections also assure that limited resources are allocated wisely to balance operating and capital needs.

Based on the enrollment projections, staff analyzes the utilization of every school in the system to determine whether adequate capacity exists in the short and long-term to provide classrooms and program space for all students. Plans are then drafted to address areas where solutions are required. A variety of solutions are studied, including temporary relocatable classrooms, boundary changes, and construction of new and renovated facilities. Staff works closely with the school community and other St. Mary's County Public Schools staff to develop the rationale and justification for the draft facilities plan before presenting formal capital improvements requests to the Superintendent and the Board of Education for review and approval.

Once the draft plan is adopted by the Board of Education, planning staff prepares all documentation required by local and state elected officials to approve and fund the Board's capital improvements requests. Department staff implements approved state and local budget actions by collaborating with schools, communities and other St. Mary's County Public Schools staff to develop the rationale and justification for projects. The department provides on-going review and analysis of demographics, economic, social, technological, and educational trends in support of St. Mary's County Public Schools Educational Facilities Master Plan. Implementation of the planning initiatives is guided by framework that integrates the school system's improvement efforts and continuous improvements regarding long-term planning initiatives.

Department of Design and Construction - The Design and Construction department manages facilities design and construction activities for the Board of Education Capital Improvements Program (CIP). The office secures/procures architectural engineering services, coordinates design activities, construction bidding, and secures approvals for plans and specifications. They also prepare plans for minor modifications that are completed by in-house staff or contractors. Some of these projects include:

- Aging School Projects
- Relocatable Classrooms
- Addition/Renovation Projects
- Monitoring all construction work for compliance with plans and specifications and ensuring that the project is completed on time.
- Development of special capital projects such as accessibility modifications for individuals with disabilities
- Roof and HVAC Systemic Renovations

In addition to these primary functions, the division assists the Capital Planning Department in preparing cost estimates and expenditure requirements for capital projects and helps obtain state reimbursement for eligible expenses.

Department of Maintenance - The Department of Maintenance provides maintenance, repairs, and minor and major alterations. The maintenance department is responsible for preventive and major maintenance work at all facilities as needed. Maintenance also provides snow removal, painting, carpet replacement, and specializes in handling delivery of materials and equipment. The department also internally or through contracted services performs major repairs on heating, cooling, and electrical systems. Employees specialized in these areas are limited within staff resources. Challenges facing the division include:

- Changing building technologies due to advanced technology
- Complying with new state and federal mandates
- Maintaining air conditioning/chiller systems
- Operating control systems, used and new in modernized buildings and introduction of DDC/Logic Controls
- Arranging for elevator maintenance and inspections

In addition, the office must deal with the accelerated wear on facilities resulting from extensive community use and vandalism damage. The maintenance area must also make modifications or repairs to address environmental concerns such as indoor air quality.

Other maintenance area responsibilities include: OSHA/MOSHA compliance record keeping, Right To Know/MSDS Program, AHERA Management Program, staff training, and interaction with Design & Construction projects.

Department of Operations - The Department of Operations provides support services to all St. Mary's County Public Schools in the following areas: custodial, supplies, trash removal, pest-control, and staffing assistance. The building service staff, located at each school is responsible for the daily operation and care of the school building and is under the direct supervision of the site administrator in consultation with the Department of Operations. Utilizing assistance from the Department of Operations for training, organizing and coordinating custodial efforts, the effectiveness of each school operation is enhanced. Major areas of focus include:

- Health and Safety
- Energy Management
- Daily Service
- Preventative Maintenance
- Major Projects
- Supplies Inventory
- Refuse Removal
- Custodial Care
- Integrated Pest Management (IPM)
- Support of Scheduled Events at Schools

In addition to the above mentioned, the Operations Department monitors several contracted services and the use of utilities. The department provides clear and frequent communication with the building service managers and the site administrators to ensure the smooth operation of the facility.

In addition, the department is also responsible for the Document Center and mail distribution, which services all of the schools and offices.

Department of Transportation - Section EE of the Board of Education Policies deals with "Transportation Services Management." This department is responsible for the safe, effective, timely and economical transportation of students. Transportation department personnel are responsible for planning, monitoring, and coordinating daily operations, supervising contractors, training of all over-the-road personnel and the inspection of equipment.

Safe, reliable and efficient transportation by bus to school is available to every St. Mary's County Public Schools student who:

- Lives more than one-half mile from an elementary school
- Lives more than one mile from secondary school
- Lives within prescribed walking distance from school, but encounters unsafe walking conditions
- Attends special education classes and requires special transportation

In addition to transportation to and from school each day, program bus services are provided for field trips and special instructional programs, athletic and music events, as well as extended day, before and after school programs, evening and summer programs, and the Judy Hoyer Center Program. Transportation of special needs students includes special needs students at home schools, transportation of the homeless and teen parents. Transportation is also provided to our students who attend special state schools, such as Maryland School for the Deaf and Maryland School for the Blind, Edgemoor, Chelsea and Shore Haven schools. Responsibilities include:

- Ensure safe and economic routing and scheduling.
- Conduct pre-service and in-service school bus driver training programs.
- Plan and provide safe school bus stops and loading/unloading areas at school.

In fiscal year 2006, it is estimated that 186 drivers and 22 bus assistants will travel 200,000 hours in 186 vehicles traveling over 4,500,000 miles on 820 daily routes. Additionally, we will provide transportation services for over 6,200 field trips for special instructional programs, athletic and music events.

Department of Food Services - Food services are those activities, which have as their purpose the preparation, and serving of regular meals in connection with school activities. Section EF of the Board of Education Policies deals with "Food Services Management."

Implementation of the food services program is carried out by a staff of cafeteria workers and support personnel under the direction of the chief administrative officer. The food service personnel prepare and serve breakfast and lunch in twenty-five kitchens. After-school snack programs are also supported in nine schools.

Administrative Procedures for Preparing, Adopting, and Implementing the School

Capital Improvement Program - The following is a digest of essential steps:

1. Division of Supporting Services staff members review needs and prepare a list of recommended projects.
2. Board of Education members study and evaluate proposed projects, make tentative revisions, and give preliminary approval.
3. Advisory committee evaluates project and provides input.
4. Department of Capital Planning and central office staff members make appropriate revisions, additions, or deletions.
5. Board of Education gives final approval.
6. Detailed report is given to the Board of County Commissioners, legislative delegation, and general public.

The actual implementation of a specific construction project is handled by local school construction staff and architectural firm personnel. Progress meetings are held as often as necessary and desirable. Frequent progress reports are made to the Board of Education.

History of the Capital Improvements Program

The fundamental goals of facilities planning are to provide a sound educational environment to meet all of the needs of the school system. In FY 1993, the school system embarked on an aggressive capital improvements program to improve and modernize our schools and to meet the anticipated capacity needs. Through a \$191 million capital program we have successfully completed the expansion and modernization of seven elementary schools, which represents 56% of our elementary facilities; one middle school, with a second completing construction in 2005; all three high schools, with the career and technology center currently under construction; and the construction of one new elementary school. The school system currently has a replacement school under construction and a new elementary school in the site acquisition stage. Through this program the school system has been able to dramatically change the equity in education for students by reducing the average age of our schools from 38 years in 1993 to 19 years in 2005. In addition to the expansion and modernization projects, the school system has aggressively restored our aging infrastructure and implemented new educational opportunities through projects such as: roof replacements, HVAC replacements, science lab modifications, open pod space enclosure, Technology In Maryland projects, PreKindergarten additions and improved physical environments through the American's with Disabilities Act.

In order to complete the program, the school system has utilized funds from local and state capital improvements programs, Aging School Program, Recycled Tire Grants, Qualified Zone Academy Bonds, and the Federal School Renovation Program Grant, which did not require local matching funds.

The major trends impacting the future of the capital plan is the availability of state and local funds, a weak overall economy, an increasing current and projected enrollment growth, an increase in the birth rate, growing pressure to reduce class size, availability of school sites and a reliance on state funding at the current 71% share of construction cost. Together these trends interact to produce a complex environment for developing long-range plans for the school system. The growth rate in student population throughout Maryland is expected to continue at a slower rate than experienced recently. However, St. Mary's County has seen an increase in both the birth rate and overall residency, which results in higher current and projected enrollment. Since 2000, the population of St. Mary's County has grown by 7.6% for an increase of 6,543 for a total of 92,754 residents. St. Mary's County now ranks second in Southern Maryland after Charles County at 133,049, with Calvert ranking third at 84,110. The 7.6% increase is the 7th highest rate of growth within the state. This increased rate and weak economy will reshape plans to accommodate new student growth and long-range plans as the system turns the corner on growth at the elementary level and then at the secondary level. There will still be localized areas of sustained growth across the system and areas of rapid growth, which will require additional capacity that cannot be handled through the previous expansion and modernization program.

The school system will continue its program to modernize our inventory of facilities; however, three new elementary schools have been included in the six-year capital plan. These new elementary schools and expansion of Leonardtown Elementary School, in conjunction with the replacement George Washington Carver Elementary School will assist with meeting capacity needs for the next six to nine years. Since 1993, the school system has had a new elementary school within its Capital Improvements Program, which moved within the plan dependent on capacity needs. In addition, the growing interest in reducing class size will play a major role in the additional capacity new elementary schools will provide.

In addition to a growing elementary school population, the school system must meet federal requirements for offering PreKindergarten and full day Kindergarten as identified in the St. Mary's County Public Schools Bridge to Excellence Master Plan. St. Mary's County Public Schools will implement full day Kindergarten in all elementary schools for the 2006 – 2007 school year, which is one year prior to the state mandate. The school system will fulfill the capacity requirements through the replacement of the existing George Washington Carver Elementary School with a larger capacity facility, expansion of Leonardtown Elementary School and the construction of three new elementary schools. As the elementary school enrollment continues to increase, additional capacity at the secondary level will be required in the ten-year time frame. To meet these needs, the school system has included a new high school facility within the capital improvements program. The enrollment at the secondary level will have to be monitored closely over the next several years to ensure that the facilities are opened to meet the peak enrollment levels. In addition, a phase-in of the secondary population into a middle/high school transition school will be explored. In the interim, facility plans will continue to rely on relocatable classrooms to accommodate growth until completion of scheduled capital improvements projects occurs.

The school system will continue to analyze the projects needed to meet the educational program requirements and capacity needs of our students. The school system, as part of a statewide task force study, completed a countywide adequacy survey of all schools. Each county was required to utilize the minimum adequacy standards, as provided by the Public School Construction Program, to assess each facility. The survey results were provided to the Task Force to Study

Public School Facilities for their review and determination of statewide needs and a final report was issued to the Governor in the spring of 2004. As a result of this survey, the school system has included projects within the updated FY 2006 capital improvements program to address areas such as traffic patterns and local rated capacity needs. The program may continue to be modified to include future statewide educational program initiatives relative to the adequacy survey. The adequacy survey will be done again in 2006 and any additional findings will be incorporated into the subsequent capital improvements program.

With an increased reliance on the state-funding share of 72% of the construction cost based on the wealth of the county, there comes a danger of not being able to maintain project schedules. Based on the current and projected fiscal constraints at the state and county level, St. Mary's County Public Schools will be competing with other county agencies for the limited funding in the adopted capital improvements program to maintain the construction program. Also, the eligibility requirements for state funding will need to be modified in order for St. Mary's County Public Schools to meet the matching funding requirements for state funding given the current level of county funding of the Capital Improvements Program. Both of these issues will create greater uncertainty when planning long-range facility programs to support the educational program and capacity requirements.

The school system will continue to work closely with the Board of County Commissioners over the course of this program to accelerate this plan based on future funding levels and capacity needs.

Part VI.4 – Capacity Needs (Goal 1 – Objective 11 & 15)

St. Mary's County Public Schools has 16 elementary schools, 4 middle schools, 3 high schools, 1 career and technology center and 1 secondary center serving 16,652 students in grades PreK-12 as of September 30, 2005. Enrollment in St. Mary's County Public Schools is never static. The fundamental goal of facilities planning is to provide a sound educational environment for a changing enrollment. The number of students, their demographic distribution, and the demographic characteristics of this population must all be addressed in the analysis and evaluation of the capital improvements program. Enrollment changes in St. Mary's County do not occur at a uniform rate throughout the county in which a full range of population density from rural to urban is present.

In March of 2006 the Department of Capital Planning, working with the Maryland Department of Planning, prepared enrollment projections for the next ten (10) years. These projections show an increasing enrollment through 2016 at all grade levels. The school system has worked with the Maryland Department of Planning to increase the state's enrollment projections this year based on discussions regarding the increased birth rate and elementary population over the past several years.

Through the No Child Left Behind legislation, the school system must also review what the impact of implementing the Bridge to Excellence Master Plan will be on the planning, design & construction, operation and maintenance of its educational facilities. The planning should address capital improvements necessary to implement PreKindergarten programs for economically disadvantaged students and full-day Kindergarten for all students by the 2007 – 2008 school year. Through kindergarten classroom additions, the school system was able to meet

the full-day Kindergarten requirement a year before the mandate. Also, capital improvements may be required to support other educational program services and strategies for summer school programs, after school programs, class size reduction, extended year school program and alternative programs.

The changes in the capital improvements program were reviewed against all of the established criteria. This plan allows the flexibility for growth, with designated schools that could provide additional capacity across the county, through redistricting efforts. With the completion of the new George Washington Carver Elementary School in FY 2007, the school system will have capacity to operate between 64% - 139%, with an average of 107.25% utilization based on local rated capacity (based on current enrollment projections). This utilization necessitates the need for additional capacity within our schools, for increased enrollment and the need to provide for PreKindergarten for disadvantaged students, reduce class size and allow for flexibility for future educational program changes.

Elementary Schools - Based on the spring 2006 State and local enrollment projections, system-wide our elementary schools are currently in a period of increasing enrollments. There will continue to be a steady increase in enrollment through FY 2016, which will exceed the available capacity. The school system will continue to rely on relocatable capacity at the elementary school level to meet the capacity needs during the construction of additional capacity. For the 2006 – 2007 school year, the school system will utilize 38 relocatable classrooms to meet local class size goals.

With the completion of the new George Washington Carver Elementary School in FY 2007, there will still be a need for additional capacity in the central portion of the county, based on the current enrollment projections. The need to relocate George Washington Carver Elementary School is based on the requirement to relocate the school outside of the Air Installation Compatible Use Zone of the Patuxent River Naval Air Warfare Center and to address the capacity needs of the Lexington Park Development District. This project received planning approval in FY 2003 and construction funding in FY 2005. Construction for this project began in the fall of 2004 and the school opened in August 2006.

The Educational Facilities Master Plan has included a new elementary school since FY 1993. This new school has been monitored and reviewed for acceleration in the plan each year based on the school system's ability to meet capacity needs at the elementary level through additions and renovations of existing facilities. Over the last five years the school system has gained 613 new elementary students, reduced the elementary school capacity by 451 seats to program and class size reductions and addressed the majority of the conversion to full-day kindergarten. In order to meet the capacity needs, the new elementary school was accelerated, with planning approval granted in FY 2006. The site for this new school will be in the California area and will serve students living in the Lexington Park and Leonardtown Development districts. Design for the new two-story school is well underway and sustainable design elements have been incorporated into the design to provide for the best quality educational environments. Construction funding for this project will be requested in FY 2008.

Two additional new elementary schools are programmed within the capital improvements program. The second new school will be requested for planning approval in FY 2009 and the third new elementary school will be requested in FY 2012. These schools will be needed to

address the projected overcrowding generated by an additional 1,828 new elementary students in the next ten years.

In addition to the new capacity from the proposed new schools, the school system received planning approval for an addition/modernization to Leonardtown Elementary School in FY 2006. In FY 2007, the school system was granted construction funding for the project and work is scheduled to begin in September 2006. During construction, the school will be relocated to the northern annex behind Benjamin Banneker Elementary School, which will drastically reduce the construction time for the project.

The capital improvements program also addresses systemic renovation projects. At the elementary school level, planned projects include the HVAC systemic renovation of Oakville Elementary School, Greenview Knolls Elementary School and chiller replacement at the early childhood center at Benjamin Banneker Elementary School (former Loveville Elementary School building.) With the completion of these two HVAC systemic renovations, all of the schools will have completed central air conditioning systems.

Middle Schools - At the middle school level there has been rapid growth for the past several years. The enrollment projections indicate that this growth will slow down for a period of several years as evidenced by a slowed down elementary school enrollment for the past four years. A second wave of growth will occur based on an increased birth rate, which began affecting our elementary school enrollment with the 2004 school year. Although the Maryland Department of Planning is projecting minimal growth at the middle school level, the school system's enrollment projections for the 2006 – 2007 school year show a slight increase with more moderate growth beginning in FY 2013 through FY 2016.

In FY 1999 the State Public School Construction Program granted planning approval for the Margaret Brent Middle School Addition/Renovation project. Based on deferral of planning funds for two years on this project, the completion of this project has been deferred until FY 2005. Planning funds were reinstated in FY 2001. Construction funds for this project were approved in FY 2003. This school opened mid year in 2005- 2006, with an increase in the capacity of the facility from 790 to 1,076.

The projections indicate that there was a shortfall of capacity at the middle school level until the Margaret Brent Middle School project was completed. The enrollment will begin to increase and with the utilization of relocatable classrooms, the middle school capacity should be sufficient to meet the enrollment needs through FY 2016. Based on the need for relocatable classrooms at the middle and high school level, the school system has included a new high school within the capital improvements program, which through a phase-in of the student population will address both the future middle and high school shortfall of capacity.

The capital plan includes HVAC systemic renovations at Leonardtown Middle School, and Spring Ridge Middle School.

High Schools - All three high schools have been modernized and expanded. The current high school enrollment projections indicate a period of sustained growth that started in FY 1993, that started to level off in FY 2005 but will continue through FY 2016, although the Maryland Department of Planning indicates that this growth will slow to a more moderate growth.

Although the school system experienced a relatively large increase in high school enrollment for the 2004 – 2005 school year, the 2005-2006 growth showed a slow down. This growth pattern is not equally distributed among the three high schools and will continue to be monitored closely.

Current enrollment projections indicate that there will be inadequate capacity at all three high schools beginning in FY 2006. As stated above, the school systems capital plan has included a new high school request for planning approval, which was accelerated in this plan to FY 2009. During the 2003 – 2004 school year, a Science and Engineering Secondary School Committee reviewed the instructional program to assist with the development of ideas for the new high school. In order to receive planning approval from the Public School Construction Program for a new high school, the majority of the enrollment must currently be in place with the remainder reflected in the enrollment projections. In order to receive approval for a 1,200 capacity high school, the school system will need to demonstrate that 550 to 600 students are currently in place with the remainder of the students projected for the next two – three years after approval is granted. Based on current enrollment projections, this level of overcrowding will not occur until FY 2014. The school system will continue to monitor both the middle school and high school enrollment projections over the next several years and will make adjustments to the new school projects, as required to meet the capacity needs. Relief to overcrowding at the high school level is also obtained through students attending work release, college courses and the Dr. James A. Forrest Career and Technology Center, as well as relocatable classrooms.

The capital plan includes the replacement of the gymnasium floors at Chopticon High School, and Great Mills High School.

The Dr. James A. Forrest Career and Technology Center supports the career and technology education program for students attending all three high schools. Since 1988, the enrollment at the Dr. James A. Forrest Career and Technology Center (formerly St. Mary's Technical Center) has increased from 337 students to 1,092 for the 2005 - 2006 school year. The continual increase of student interest in career and technology programs has resulted in the need to establish an application process, which places students, based on the available program availability. In response to this capacity, educational program and aging facilities needs, planning approval was approved in FY 2001 for an addition/renovation to the Forrest Center and construction funds were approved in FY 2002. This project includes the renovation of the entire building, upgrade of the HVAC and electrical systems and additional classroom space to meet the educational program requirements. This project which is completed and comes on line for the 2006 – 2007 school year, will increase the capacity for this facility from 360 to 620.

Part VI.5 – Prekindergarten Implementation (Goal 1 – Objective 25)

Through the No Child Left Behind legislation, the school system has reviewed what the impact of implementing the Bridge to Excellence Master Plan will have on the planning, design and construction, operation, and maintenance of its educational facilities. The planning should address capital improvements necessary to implement PreKindergarten programs for economically disadvantaged students by the 2007 – 2008 school year. The school system currently offers PreKindergarten to 548 students at thirteen out of sixteen elementary schools, which exceeds the amount required for our economically disadvantaged students. The remaining three elementary school students are offered PreKindergarten opportunities through other elementary school PreKindergarten programs. The school system is reviewing the need for

additional capacity to house PreKindergarten at all elementary schools and will include capital projects to address the needs through PreKindergarten additions or through consolidation through a new elementary school.

Part VI.6 – Kindergarten Implementation (Goal 1 – Objective 25)

Through the No Child Left Behind legislation, the school system has reviewed what the impact of implementing the Bridge to Excellence Master Plan will have on the planning, design and construction, operation, and maintenance of its educational facilities. The planning should address capital improvements necessary to implement full-day Kindergarten programs for all students by the 2007 – 2008 school year. For the 2006 – 2007 school year the school system will offer full-day Kindergarten to a projected 1,021 students at all sixteen elementary schools. As the elementary school enrollment continues to increase, the school system will need to monitor the capital program to ensure that additional capacity projects are included to meet the enrollment needs. In the interim, facility plans will continue to rely on relocatable classrooms to accommodate growth until completion of scheduled capital improvements projects occur.

Part VI.7 – Class Size Reduction (Goal 1 – Objective 25)

Since 1993, the school system has reduced elementary school capacity by 1,594 seats to accommodate class size reductions, implement new programs such as PreKindergarten, and to ensure that adequate spaces for instructional support were available. At the same time, the school system's elementary school enrollment grew by 1,741 new students since 1997. At the elementary school level there is a difference between the state and local guidelines with regards to the student/teacher ratio for each grade level. The Public School Construction Program and the Maryland Department of Planning in approving school construction projects utilize the state rated capacity. St. Mary's County Public Schools constructs and staffs elementary schools at a lower student/teacher ratio. The additional classrooms required to meet the lower class size are totally funded utilizing county funds. In existing schools, the difference in class size is accommodated with the use of relocatable classrooms. As of July 1, 2005, there are changes to the state rated capacity, based on legislation approved during the 2004 – 2005 legislative session. The state changed their calculation for elementary school grades 1–5 to 23 students per class. As a result, the school system lowered their grade levels to match in grades 3–5. The school system utilizes a lower class size of 21 students in grades 1–2. This class size reduction results in a difference of 362 seats between the local and state rated capacities, which is equivalent to one elementary school. The new elementary school, which is currently included in the capital improvements program, does not address the difference in class size, only the need for additional capacity over the state rated capacity. The school system utilizes 38 relocatable classroom units to address capacity needs at the elementary school level. The school system could use one new elementary school today for students currently housed in relocatables, which are supporting lower class size. As the planning team continues their review and development of the *Bridge to Excellence Master Plan*, additional capital projects may be required to address the capacity needs generated by class size reduction.

Part VI.8 – Alternative Programs (Goal 4 – Objective 3)

As the planning team continues monitoring the *Bridge to Excellence Master Plan*, additional capital projects may be required to address alternative programs, such as the Alternative

Learning Center students and those students who attend schools outside of the county based on special needs programs. For the 2006 – 2007 school year, the White Oak Secondary Center (formerly the Alternative Learning Center) will open at a new location in a county-owned facility on Great Mills Road. This facility has been utilized by the school system in prior years to house elementary and middle school students during construction of projects at their home school.

Part VI.9 – Special Programs for Identified Populations (Goal 2 – Objective 1 & 25)

As the planning team continues to monitor the *Bridge to Excellence Master Plan*, additional capital projects may be required to address special programs for identified populations. Present and future capital improvements projects will be inclusive of spaces required to meet the needs identified to achieve the goals and objectives outlined in the master plan. Specifically, the new high school will provide a comprehensive program aimed at maximizing the full potential of each student’s intellectual, technological and affective skills in science and engineering.

Part VI.10 – Non-Capital Improvement Approches

The Division of Supporting Services Department of Maintenance has been critical to our ability to meet programmatic changes without capital investment. The department has been instrumental in conversion of existing spaces to meet new programs such as industrial labs to technology labs. In addition, the school system will need to explore the opportunities for exempt financing for relocatables and grant funding.

PART VI.11 – Summary

The Division of Supporting Services has and will continue to work closely and collaboratively with the Division of Instruction to ensure that our students receive equitable and high quality educational opportunities and facilities. The Bridge to Excellence Master Plan will serve as an extension of the ongoing collaboration and will assist with requesting capital funds in a challenging economic timeframe. All resources of the Division of Supporting Services will work together with instructional staff, students, teachers, and parents to ensure that the funds being expended are serving the county well into the future. The school system will continue to build on partnerships in education with our local government, businesses, and citizens to direct the capital investment into providing educational opportunities to fulfill the promise in every child.

	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
First New Elementary School	Goal 1 - Objective 11, 15 & 26											
Second New Elementary School				Goal 1 - Objective 11, 15 & 26								
New High School							Goal 1 - Objective 11 & 15; Goal 2 - Objective 26					
Third New Elementary School							Goal 1 - Objective 11, 15 & 26					
New Middle School								Goal 1 - Objective 11 & 15				

2006 Bridge to Excellence Annual Update

Local School System: St. Mary's	Review Panel: H (Bonnie Preis, Cynthia Jacob, Bill Cohee, Anthony Annello, Marcie Taylor-Thoma, Nancy Smoker)
Caucus Meeting Date: October 26	Date Sent to LSS: October 30
Facilitators' Names: Kim Bobola, Lynne Gilli	

Clarifying Questions

Instructions: Please provide your response to the clarifying questions on the following table

Clarifying Questions	Local School System Response
Goal I	
In the Executive Summary on page 12, SMCPs has identified a challenge of closing the achievement gap for African American and economically disadvantaged. What programs, practices, and strategies are you using or planning to use to substantially accelerate student achievement, with emphasis on the AMOs, particularly for African American students? These data are referenced on pages 26 and 27.	<p>To address the needs of our under achieving student groups in St. Mary's County, the superintendent has placed the elimination of the achievement gap as the number one priority for the school system. Although all of our student groups made gains on the MSA and HSA for the 2005-2006 school year and we narrowed the achievement gap between student groups, the gap in achievement still exists between student groups. It is clear from our levels of student achievement that our White student group is significantly out performing our African American, Economically Disadvantaged, and Special Education student groups.</p> <p>The Superintendent's Blue Ribbon Task Force to Eliminate the Achievement Gap's major objectives are:</p> <ul style="list-style-type: none"> ▪ To develop a plan of site-based, targeted interventions and acceleration programs designed to increase student achievement and eliminate achievement gaps. ▪ To develop a process for the community and the school system to share ideas and communicate strategies to increase student achievement, especially for underperforming students. ▪ To discuss and address our framing questions: <ul style="list-style-type: none"> ○ Are we doing as much as we can to close the achievement gap? ○ Do we need to initiate new strategies? ○ Are we implementing current initiatives, instructional practices, and programs with the integrity and fidelity that is necessary to successfully close the achievement gaps? ○ Are we experiencing too many isolated acts of random success with our current programs?

As a result of using input from the larger Task Force, the following subcommittees were developed to discuss in greater depth what they believed would be helpful in eliminating the achievement gap:

- Quality Workforce
- Quality Instruction
- Cultural Diversity
- Interventions and Special Programs
- Parent-Student-Community-Business Partners

Each of the subcommittees was asked to create recommendations for the superintendent and Board of Education to consider. The report that follows includes the recommendations provided by the subcommittees.

Some of the action steps for these recommendations are already underway. One recommendation that was consistently noted across several subcommittees referenced using data for instructional decision-making. The implementation of the data warehouse (Performance Matters) allows teachers to examine specific data tied to individual students' levels of achievement relative to the specific learning standards in the tested areas. From this examination of data, teachers can provide interventions and support, as well as redesigned instruction to meet these academic needs.

As the Task Force continues to move forward in the 2006-2007 school year, the superintendent is continuing to enlist the support of community leaders and organizations. To effectively meet the needs of all of our students and to eliminate achievement gaps, it is our belief that all community stakeholders must support this endeavor.

The superintendent and Board of Education members extended an invitation to all faith leaders in St. Mary's County earlier this school year. Approximately 25 faith leaders attended the first meeting between the school system and the faith community. The purpose of the meeting was to develop a lasting partnership between the school system and the faith-based community. Through this collaboration, the school system seeks to create a partnership that will allow us to mutually address the needs of all students and schools in St. Mary's County. Many of the faith leaders expressed an interest in working with schools that serve a diverse and socioeconomically disadvantaged population.

In the initial meeting, school and faith leaders discussed programs and strategies that are positively impacting

children in St. Mary's County. Many of the faith leaders desired to know how they could assist the school system with its tutoring programs, mentoring programs, and other before and after school initiatives. The superintendent informed the faith leaders that the initial meeting was merely the first of a series of ongoing meetings.

St. Mary's County Public Schools has also engaged the services of the *Education Trust, Inc.*, a nationally recognized education consulting firm whose mission is to eliminate the achievement gap and promote rigorous instruction for all students. Their work with us will help to target specific ways in which we can align our instruction at all levels with rigorous standards.

Aligned with the goal to recruit and retain a diverse and high quality workforce, the Department of Human Resources has been working vigorously in recruitment efforts to seek out highly qualified and high quality teachers, with a focus on recruiting and retaining teachers of color. The goal is to have the diversity of the teaching force match the diversity of the student body. Ensuring teachers are of high quality and that those qualifications are aligned with teacher assignment is also an area of success. The percentage of highly qualified teachers, as defined by No Child Left Behind, is 93.3%.

While these illustrations convey that work has already begun, it is essential that the further recommendations by the Task Force be considered for either immediate or future implementation. The work of the Task Force continues in the 2006-2007 school year. During the second cycle of the Task Force, members are providing guidance in designing and implementing steps toward achieving the recommended actions. Some of the recommendations by the Task Force will be implemented immediately, while others will require further deliberation and funding. As the school system's Bridge to Excellence Master Plan is updated, key action steps from these recommendations will be integrated into this guiding document.

Each school has created a site-based committee aimed at eliminating the achievement gap. This school team is considering the recommendations included in this report for implementation at the school level, where appropriate, as well as identifying further action steps suitable to the individual school community. The chair of the school-based committee is serving on the system wide Task Force to provide input on how schools are meeting the goal of

eliminating the achievement gap, as well as how the system can continue to respond and implement recommended actions.

The school based Task Forces are using formative and summative assessment data to determine the proper interventions for students who are underperforming. Thus, the school based Task Force will analyze both lagging and leading indicators to make instructional decisions for each student who is not achieving at the proficient level. The school system's data warehouse and the assessment office will provide the school based Task Force with an accurate list of students who are in need of additional support based on last year's MSA/HSA data, benchmark data, and other formative assessments. This will better enable schools to meet the needs of underperforming students. In addition, each school will have a better opportunity to meet AYP.

A further expansion of the Task Force in the current school year 2006-2007, will include the collaborative input of students. In the spring of 2006, leadership of the student government associations were contacted and asked for assistance. Student involvement in this endeavor will be part of the 2006-2007 Task Force.

Moreover, expanded groups have been formed to target specific areas of need. For example, a Middle School Task Force is reviewing the current middle school program, current middle school data, and research on "best practices" for middle level education.

The Middle School Task Force will help to define how we can best meet the needs of adolescent learners and eliminate gaps that exist at this level.

The work of the Blue Ribbon Task Force to Eliminate the Achievement Gap is ongoing. The recommendations from the subcommittees indicate that there are a multitude of approaches that should be considered to meet the needs of our varied group learners. The continuing work of the Task Force will examine further ways to solve a problem for which there is no easy solution.

All of our 13 after school programs have closing the achievement gap as their primary goal, and all have a higher percentage of African American student in the program than in the school's general population. All programs focus on increasing the mathematics or reading skill levels of students

<p>As a school System in Year One Improvement, what is the status of the following COMAR requirements that were missing from the plan:</p> <ul style="list-style-type: none"> • Include the specific measurable achievement goals and targets for each of the subgroups of students 	<p>who did not achieve a proficient level on the MSA. All programs involve direct instruction using research-based methods that target each student's specific need.</p> <p>The Southern Maryland College Access network was created as a partnership of the three Southern Maryland school systems, the Local Management Board in each county, and St. Mary's College of Maryland and the College of Southern Maryland. The project's goal is to provide direct support to students who will be first generation college students, with an emphasis on minority students and low income students. We believe that by increasing expectations for high school junior and senior students, younger students also will understand that they too should consider college and will have an additional reason for working hard in school and achieving.</p> <p>Partnerships with community organizations support increasing achievement of African American students. Some examples include: Wayne Lockley, a community member, provides a weekly "Gentlemen's Club" for students at Park Hall Elementary School. Mr. Lockley helps students consider their wishes for the future and helps them discover the educational requirements needed for them to achieve their goals. The Kiwanis Club operates K-Kids during after school programs at Lexington Park Elementary and Spring Ridge Middle schools, providing an opportunity for students to create a democratically operated club that focuses on finding needs in the school and community and developing projects to meet those needs. Students learn to work together and to develop plans to be carried out over time, reinforcing students' ability to have greater persistence. The Arts Council of St. Mary's County is funding African Drumming and Culture instruction in after school programs, with the goal of developing an understanding and appreciation of a variety of cultures in all of the SMCPs students.</p> <p>SMCPs met System Improvement Status for 2006 and has exited school improvement.</p> <p>At the school level and centrally, SMCPs uses our <i>Performance Matters</i> Data Warehouse to set annual targets based on the AMOs for all students and student groups. As a part of our Leadership Performance Assessment System, each principal meets three times per year (goal setting, mid-year, and final review conferences) with the superintendent, chief academic officer, and appropriate director to review the</p>
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- **Include the strategies to promote effective parental involvement in the schools**

school specific annual targets (based on AMOs) and aligned school improvement plans (SIPs). The superintendent's team completes a half-day mid-year visit to each school to join collaborative teams, both grade level and content area, as they discuss progress on moving students toward proficiency. Attached please find the tables from our data warehouse. For each school, a school specific table is page one of the needs assessment component of their SIP.

SMCPS strategies to promote effective parental involvement in the schools include:

National Network of Partnership Schools

Established by researchers at Johns Hopkins University in 1996, the National Network of Partnership Schools brings together schools, districts, and states that are committed to developing and maintaining strong programs of school, family, and community partnerships. Each Partnership School strengthens its program by addressing six types of involvement and by using an Action Team approach.

The National Network of Partnership Schools (NNPS) provides support and guidance for schools and school systems to implement parent involvement activities to comply with the *No Child Left Behind Act*. Schools and teams work together as action teams to develop school action plans and to implement some of the NNPS tools and approaches. As a result of being affiliated with this initiative, St. Mary's County Public Schools receives on-going technical assistance from the NNPS staff.

In the St. Mary's County Public School System, 16 out of 25 schools have joined the National Network of Partnership Schools. It is the goal of the school system to have all of our schools join NNPS. The participating schools benefit by receiving ongoing professional development from the NNPS staff, and participating schools receive literature and other resources from NNPS. Participating schools meet to share best practices, successful strategies, and they share recommendations to more effectively meet the needs of parents.

Each participating school in St. Mary's County has developed a detailed one year action plan around the six types of parent involvement. These action plans are collected by both the school system and the NNPS staff. In addition, these action plans are monitored by the school system's parent liaison coordinator.

The National Network of Partnership Schools Six (6) Types of Involvement are: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Parent Liaison

At both of our elementary schools in improvement, there are parent liaisons funded by the Title I School Improvement Grants. At the system level, there is a Parent Involvement Coordinator position. The primary role of the Parent Liaison is to empower parents to become active participants in the education of their children. We realize that if we are to be successful in educating our increasingly diverse population of students, we must find ways to communicate and build more cooperative working relationships with our parents. The parent liaison targets parents who:

- Need help in determining how best to help children
- Are infrequent participants
- May need clarification of their role in the education process
- Need assistance in making connections and accessing services
- Associate schools with past negative experiences.

Partners in Print

All four Title I schools are participating in the Partners in Print program. Partners in Print offers a literacy-based curriculum focused on building a partnership between parents and children. The primary leadership unit helps to implement Partners in Print by providing background information on reading development and helps planning teams organize family literacy workshops for their classrooms or schools. The planning team is recruited by the primary leadership unit. The planning teams work together to plan the logistics of the workshops, as well as to delegate presentation responsibilities.

The goals of the Partners in Print program are to:

- Prepare and empower parents to help their children become confident, successful readers
- Develop a strong district parent-involvement program
- Offer long-lasting benefits to children, teachers, and parents
- Encourage children to become active language learners
- Nurture children into becoming lifelong readers and
- Meet Title I requirements for parent-involvement programs.

Maryland Coalition of Families for Children's Mental Health (Grant)

Maryland Coalition of Families for Children's Mental Health advocates work in partnership with our school system and other local agencies. Family Advocates are knowledgeable about local resources and trained to help families make informed decisions for their child's well-being.

Family Advocates are available to:

- Provide one-to-one telephone support to families who are caring for a child with serious, complex mental health needs
- Provide information on resources, referral to appropriate services and assistance navigating the system
- Assist families to become their own advocates for their child and
- Accompany families to meetings for support when possible.

Family Advocates:

- Participate on local planning and advisory boards to provide a family perspective on policies, programs, and oversight of services for children with mental health needs
- Bring new families into leadership roles in the community
- Promote participation of families at all levels of care, the family, the school, the community
- Build a local network of support for families by:
 - Planning activities that support families such as educational forums or groups.
 - Informing families about issues or services in their community.

Partners for Success

The Partners for Success Resource Center sponsors workshops for parents throughout the year. The workshops provide parents with tools and knowledge to prepare them to be full participants in the IEP process and to advocate for their children's needs. Other workshops provide information regarding community supports for families of special needs children. The Partners for Success Resource Center also offers an extensive library of materials to assist families in understanding their children's disabilities and enhancing their ability to work with their children. As parents become more knowledgeable regarding the IEP process and their

children's disabilities, they are better able and more willing to participate fully in the educational process.

Citizens' Advisory Committee for Special Education

The Citizens' Advisory Committee for Special Education in St Mary's County is authorized by the Board of Education. Membership consists of a representative and alternate from each school, representatives of community agencies, and a representative of the Maryland State Department of Education. The committee meets monthly to discuss issues of interest to the membership, to share information regarding the department of special education initiatives, and to provide an avenue for parents to voice their concerns and visions for the future.

Community Partnerships

The superintendent and the superintendent's leadership team will continue to meet with and establish community partnerships with groups and organizations. Meetings have occurred and are scheduled for the 2006-2007 school year with the business community and the Chamber of Commerce, the PTA, the NAACP, and the Faith Based Community. In addition, the superintendent and leadership team will continue to meet with community members and stakeholder groups to discuss pertinent matters that impact St. Mary's County Public Schools.

- **Specify the fiscal responsibilities of the local school system in implementing the plan**

Sufficient funding was allotted to achieve the goals set and the strategies selected as part of our Master Plan. Individuals were assigned responsibility for each strategy and held accountable for the outcome.

In order to balance the need for improved student programs within a challenging economic climate, we have had to make tough choices, redirecting funds and making difficult decisions about reducing requested programs. In the FY 2007 budget, we had to realign staffing to target support to the neediest schools, taking staff from higher achieving schools.

In the area of special education, the Board of Education approves annually the Department of Special Education Staffing Plan which then becomes a part of the Local Application for Federal Funds. This plan outlines the staff necessary to implement the Master Plan and the department initiatives.

- **Identify any technical assistance grounded in scientifically-based research to enable the local school system to develop and implement the plan**

Technical assistance used by SMCPS includes the following:

This year SMCPS has partnered with *The Education Trust, Inc.*, an independent nonprofit organization. In addition to working with three schools in a particular feeder path, of which the elementary school and middle school are in school improvement, professional development was provided for all system administrators and teams from every school on *Education Trust's Standards in Practice* model.

Since 2003, four Ph.D. level professors from St. Mary's College of Maryland have served as the evaluators for our 21st Century After School Program serving, George Washington Carver (SI Year 1), Lexington Park (SI Year 1), Green Holly (Local Alert), and Park Hall Elementary schools and Spring Ridge Middle School (CA). They carried out an extensive, scientifically-based evaluation of the program that included comparing the test scores and performance of all students enrolled in the after school program to all students not in the program. The team used statistical methods to reach the conclusion that the students in the after school program had a higher rate of moving from basic to proficient on MSA than students not in the after school program. The team spent a great deal of time observing the program, and interviewing staff, students, parents, teachers, and community members about the program and from this feedback has developed a list of key recommendations for after school programs that we now apply to all after school programs.

The Department of Special Education accesses information and support from a variety of sources. These include:

- Attendance at conferences and meetings presented by the Maryland State Department of Education
- Attendance at state and national conferences on scientifically based research that translates to improved instruction for students with disabilities
- Consultation with and attendance at trainings by the Center of Technology in Education
- Consultation with and attendance at conferences by the Maryland Coalition for Inclusive Education

Goal II	
Goal III	
Goal IV	
Goal V	
Attendance	
Local Goals and Indicators	
Commendations	
<ul style="list-style-type: none"> • The system is commended for investing the resources necessary to align course offerings with HSAs, Core Learning Goals, and courses. • The review team also commends the system's investment in high-quality, data driven professional development. • The partnerships established with ETS and the Education Trust are commendable. • The investment in Performance Matters, data warehouse for data-driven decision making to improve instruction and student achievement, is commendable. 	
Career and Technology Education	
Early Learning	
Facilities	
Gifted and Talented	
Educational Technology	
Education that is Multicultural	
Fine Arts	
Division of Business Services	
<p>The Budget Section – Current and Prior Year Variance Tables were not completed correctly. The two analyzing questions were not answered. Need to restate approved budget.</p> <ul style="list-style-type: none"> ▪ Please see revised Prior and Current Year Variance Tables and questions pages 18-23. 	

2007 Reading AYP (66.3%) for All Schools for All Grades				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 66.3%	2007 AYP Proficient
Native Amer	41	29 (71%)	27 (+5%)	N/A
Asian	172	152 (88%)	114 (+22%)	N/A
African Amer	1298	718 (55%)	861 (-11%)	143
White	5092	4212 (83%)	3376 (+16%)	N/A
Hispanic	156	126 (81%)	103 (+15%)	N/A
ED	1473	820 (56%)	977 (-11%)	157
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	883	425 (48%)	585 (-18%)	160

2007 Reading AYP (73.0%) for All Schools for Grade 04				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 73.0%	2007 AYP Proficient
Native Amer	3	2 (67%)	2 (-0%)	N/A
Asian	18	16 (89%)	13 (+17%)	N/A
African Amer	189	119 (63%)	138 (-10%)	19
White	823	712 (87%)	601 (+13%)	N/A
Hispanic	31	22 (71%)	23 (-3%)	1
ED	244	148 (61%)	178 (-12%)	30
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	170	111 (65%)	124 (-8%)	13

2007 Reading AYP (66.6%) for All Schools for Grade 05				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 66.6%	2007 AYP Proficient
Native Amer	5	4 (80%)	3 (+20%)	N/A
Asian	35	33 (94%)	23 (+29%)	N/A
African Amer	218	121 (56%)	145 (-11%)	24
White	815	728 (89%)	543 (+23%)	N/A
Hispanic	25	20 (80%)	17 (+12%)	N/A
ED	257	152 (59%)	171 (-7%)	19
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	178	107 (60%)	119 (-7%)	12

2007 Reading AYP (68.5%) for All Schools for Grade 06				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 68.5%	2007 AYP Proficient
Native Amer	14	9 (64%)	10 (-7%)	1
Asian	24	22 (92%)	16 (+25%)	N/A
African Amer	195	120 (62%)	134 (-7%)	14
White	847	717 (85%)	580 (+16%)	N/A
Hispanic	24	22 (92%)	16 (+25%)	N/A
ED	244	154 (63%)	167 (-5%)	13
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	150	80 (53%)	103 (-15%)	23

2007 Reading AYP (66.7%) for All Schools for Grade 07				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 66.7%	2007 AYP Proficient
Native Amer	9	7 (78%)	6 (+11%)	N/A
Asian	34	27 (79%)	23 (+12%)	N/A
African Amer	243	121 (50%)	162 (-17%)	41
White	893	712 (80%)	596 (+13%)	N/A
Hispanic	27	23 (85%)	18 (+19%)	N/A
ED	253	115 (45%)	169 (-21%)	54
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	152	54 (36%)	101 (-31%)	47

2007 Reading AYP (63.7%) for All Schools for Grade 08				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 63.7%	2007 AYP Proficient
Native Amer	5	2 (40%)	3 (-20%)	1
Asian	40	35 (88%)	25 (+25%)	N/A
African Amer	230	126 (55%)	147 (-9%)	21
White	822	685 (83%)	524 (+20%)	N/A
Hispanic	26	20 (77%)	17 (+12%)	N/A
ED	249	138 (55%)	159 (-8%)	21
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	109	38 (35%)	69 (-28%)	31

2007 Math AYP (56.5%) for All Schools for All Grades				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 56.5%	2007 AYP Proficient
Native Amer	41	26 (63%)	23 (+7%)	N/A
Asian	174	156 (90%)	98 (+33%)	N/A
African Amer	1296	646 (50%)	732 (-7%)	86
White	5090	3999 (79%)	2876 (+22%)	N/A
Hispanic	156	121 (78%)	88 (+21%)	N/A
ED	1472	770 (52%)	832 (-4%)	62
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	879	402 (46%)	497 (-11%)	95

2007 Math AYP (66.3%) for All Schools for Grade 04				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 66.3%	2007 AYP Proficient
Native Amer	3	2 (67%)	2 (-0%)	N/A
Asian	19	17 (89%)	13 (+21%)	N/A
African Amer	189	119 (63%)	125 (-3%)	6
White	823	752 (91%)	546 (+25%)	N/A
Hispanic	31	25 (81%)	21 (+13%)	N/A
ED	244	161 (66%)	162 (-0%)	1
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	170	117 (69%)	113 (+2%)	N/A

2007 Math AYP (58.9%) for All Schools for Grade 05				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 58.9%	2007 AYP Proficient
Native Amer	5	4 (80%)	3 (+20%)	N/A
Asian	35	34 (97%)	21 (+37%)	N/A
African Amer	218	145 (67%)	128 (+8%)	N/A
White	814	743 (91%)	479 (+32%)	N/A
Hispanic	25	21 (84%)	15 (+24%)	N/A
ED	257	181 (70%)	151 (+12%)	N/A
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	177	118 (67%)	104 (+8%)	N/A

2007 Math AYP (51.8%) for All Schools for Grade 06				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 51.8%	2007 AYP Proficient
Native Amer	14	9 (64%)	7 (+14%)	N/A
Asian	24	21 (88%)	12 (+38%)	N/A
African Amer	195	106 (54%)	101 (+3%)	N/A
White	847	681 (80%)	439 (+29%)	N/A
Hispanic	24	22 (92%)	12 (+42%)	N/A
ED	244	136 (56%)	126 (+4%)	N/A
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	150	66 (44%)	78 (-8%)	12

2007 Math AYP (49.7%) for All Schools for Grade 07				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 49.7%	2007 AYP Proficient
Native Amer	9	7 (78%)	4 (+33%)	N/A
Asian	34	33 (97%)	17 (+47%)	N/A
African Amer	242	115 (48%)	120 (-2%)	5
White	894	709 (79%)	444 (+30%)	N/A
Hispanic	27	22 (81%)	13 (+33%)	N/A
ED	252	121 (48%)	125 (-2%)	4
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	151	57 (38%)	75 (-12%)	18

2007 Math AYP (48.4%) for All Schools for Grade 08				
	2007 Student Forecast		2007 AYP Requirements	
AYP Group	Number Tested	Number Proficient	2007 AYP Req's at 48.4%	2007 AYP Proficient
Native Amer	5	3 (60%)	2 (+20%)	N/A
Asian	40	32 (80%)	19 (+33%)	N/A
African Amer	229	92 (40%)	111 (-8%)	19
White	822	595 (72%)	398 (+24%)	N/A
Hispanic	26	19 (73%)	13 (+23%)	N/A
ED	249	108 (43%)	121 (-5%)	13
LEP	0	0 (0%)	0 (-0%)	N/A
SWD	108	20 (19%)	52 (-30%)	32

